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ABSTRACT

A study of student opinions concerning experiences at Cuyahoga Community College (Ohio) was conducted in 1969 to determine whether these students differed from typical college students in attitudes, ideas, and cultural background, and whether they were satisfied with the instructional program and services at Cuyahoga. Student attitudes toward their peers and the staff and opinions as to whether or not Cuyahoga provides the education expected by the students were also explored. Data were obtained from a questionnaire that was completed by 762 students who were assumed to be representative of the 2,000 students surveyed. The findings showed that the Cuyahoga students did not differ greatly from typical junior college students. They were largely favorable in their evaluation of instruction, instructors, student services, and in their reaction to their peers and the professional staff. (MS)

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A SURVEY OF STUDENT ATTITUDES

1969

CUYAHOGA COMMUNITY COLLEGE

UNIVERSITY OF CALIF.
LOS ANGELES

MAR 13 1970

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

JC 700 070

AN INSTITUTIONAL RESEARCH PROJECT OF THE OFFICE OF INSTITUTIONAL RESEARCH,
OFFICE OF EXECUTIVE VICE PRESIDENT

Cuyahoga Community College

DISTRICT OFFICE 2123 EAST NINTH STREET
CLEVELAND, OHIO 44115 (216) 241-5966

OFFICE OF THE PRESIDENT

January 7, 1970

Dear Reader:

Since the opening of the College in 1963, we have examined the traits of our students as they have arrived on campus. We have also solicited their appraisal of the College and have measured their success after leaving. During the spring of 1969 a major study was undertaken to assess students' attitudes while enrolled. This report is the result of that effort. The report includes the following responses:

- Over three-quarters of the students on both campuses rated the instruction as excellent or good. This rating included opinions of students regardless of their grade point average.

- When asked to indicate their greatest satisfaction at the College, students pointed to student-faculty relations and the quality of instruction.

- A large majority of the students indicated that the Counseling Service was good or excellent in helping them to explore interests and goals.

- Seventy per cent of the students who used the Library regularly rated it as excellent or good.

- Ninety per cent of the students felt that the rules of the College were fair and logical.

- Eighty-five per cent of the students stated that they would enroll at Cuyahoga Community College if they had to do it over again.

To those of us associated with the College, this appraisal is a source of gratification - it is heartening to learn that our collective efforts bear fruit. Too, it is reflective of a high degree of professionalism and to a commitment of institutional goals among those responsible for carrying out the College's instructional program. Results of the study provide us with the opportunity to analyze areas that are pertinent to us as "teachers" and aid us in our efforts to make Cuyahoga Community College an even better college.

To those in the community who are not associated with the College, we present the study as a Progress Report and as another expression of our commitment to the continuing development of an institution concerned with comprehensive and relevant educational offerings.

Sincerely yours,

Charles E. Chapman
President

A SURVEY OF
STUDENT ATTITUDES

Donald E. Greive

Office of Institutional Research and Studies

Office of Executive Vice President

Cuyahoga Community College

Cleveland, Ohio

December 29, 1969

ACKNOWLEDGMENTS

This study was made possible because of the efforts of many Cuyahoga Community College staff members. The assistance offered in the completion of the questionnaire by administrative and faculty members was greatly appreciated. The efforts of the staff of the Computer Center in the tabulation of the data was invaluable to the study. The hours of work expended by the staff of the Office of Institutional Research and Studies should also be recognized. Finally, the efforts of the Production Lab and its staff were necessary to make this document a reality.

It is hoped that all members in the academic community will find this study of value and worth the efforts put forth by all concerned. Suggestions for improvements from those using this document are always welcome and will be appreciated.

Donald E. Greive

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INTRODUCTION

This study of student opinions and attitudes at Cuyahoga Community College was conducted in the spring of 1969 to assist the academic community in accessing the students and their needs at Cuyahoga Community College. The data for this report was collected by mail survey questionnaire in June of 1969. It is felt that the response to this questionnaire, a response of 38 percent from a randomized sample of students throughout the District, is sufficient to adequately substantiate validity for this type of study.

The study is divided into four sections. The first section of the study outlines the purposes of the study. The second section indicates the method of data collection and a description of the tabulation utilized in the study. The third section presents the findings of the study. It is largely graphical in its presentation of the data with a summary of the findings at the beginning of each part of Section III. Section IV of the study presents the conclusions reached in analysis of the data and shows comparisons with other two-year college students and college students in general.

I - PURPOSE

The purpose of this study was to determine the opinions of students relative to their experiences at Cuyahoga Community College. There were several areas in which the students' opinions and ideas were solicited. The areas can best be defined by four basic questions about the student body and Cuyahoga Community College. This study has attempted to answer these questions:

1. Are college students at Cuyahoga Community College different from the typical college student in terms of attitudes, ideas, and cultural background?
2. Do the students feel that the instructional program and services at Cuyahoga Community College are serving their purposes?
3. How do the students regard their peers and the professional staff at Cuyahoga Community College?
4. Is Cuyahoga Community College providing the education that the students expected when they enrolled?

II - DATA COLLECTION

The data for this study was obtained from a survey questionnaire prepared by the Office of Institutional Research and the Office of Executive Vice President. The preliminary questionnaire was distributed in the spring of 1969, through the President's council, to staff members on both campuses. Staff members were requested to make suggestions, changes, additions, or deletions to the questionnaire. After all trial questionnaires were returned, the final revised document was assembled. The questionnaire was mailed to 2,000 students who were enrolled at Cuyahoga Community College in the spring of 1969. A return of 762 was realized. It is assumed that this return, which represents 38 percent of the population surveyed is representative of student opinion. The students to whom the questionnaire was mailed were selected at random and were asked not to identify themselves in their reply so that bias could be minimized in the findings. The questionnaire used for collection of data in this study is attached to the appendix of this report.

The data and the findings of this report were tabulated in four ways: a summary report of the responses of all students, by campus at which the student was enrolled, by degree being pursued, and by grade point average. The tables shown in the findings of this study reflect this tabulation when it is considered that there are differences important enough to be recognized. If responses do not differ in terms of campus, degree, or GPA, a summary report only is shown. Open-ended responses, where students were asked to write in answers, were categorized by the

number of responses for identifiable areas. The findings in this study reflect only those open-ended responses where a sufficient number of answers were provided to indicate importance to the student.

The tabulation in this study show percentage figures as well as the number of responses, so that trends of groups of students can be observed.

Considering the length of the questionnaire used, the responses to the questions in this study are very high. This indicates that the respondents to the questionnaire were conscientious and gave thought to their responses. However, in areas where no opinion or no responses were tabulated, the no replies are shown so that they might be considered with the data recorded.

III - FINDINGS

DESCRIPTION OF THE POPULATION

The 762 students who participated in this study appear to constitute a sample of students that is representative of the Cuyahoga Community College student body. Of the respondents, 62 percent were males and 38 percent were females. The number of students pursuing an Associate in Arts, Associate in Science, or no degree, appeared to be approximately equally divided. The most predominant age groups represented in the responses were the age groups of 17-19 and 20-22, which accounted for over 85 percent of the respondents on both campuses. The responses by grade point average on both campuses showed approximately 60 percent of the participants in the grade range of 2.0-2.9; approximately 55 percent were in the grade range of 3.0-4.0; approximately 13 percent were in the grade point range of 1.0-1.9; and 1 percent had a reported grade point average of less than 1.0. Practically all curriculum areas and disciplines in the college, that could be considered major fields of study, are represented in the sample. The respondents to this questionnaire indicated over 60 different major areas of study. The leading areas reported: business, education, accounting, nursing, psychology and law enforcement are consistent with the leading areas of enrollment of all students at Cuyahoga Community College. The majority of respondents indicated that they were employed 11 or more hours per week with approximately 23 percent of the respondents who were not employed and approximately 10 percent who were employed less than 10 hours per week. The majority of the respondents on the Western

Campus indicated that they spend less than 30 minutes to reach campus for their classes while the largest percentage on the Metropolitan Campus spend 30 minutes to 1 hour.

When asked their intentions after leaving Cuyahoga Community College, over 70 percent of the respondents in the sample indicated that they plan to pursue a baccalaureate degree either on a full-time or a part-time basis while only 14 percent on the Western Campus and 20 percent on the Metropolitan Campus indicated that they intended to work full-time. Over two-thirds of the students who participated in this study indicated that they planned to return to Cuyahoga Community College in the fall. The majority of those who indicated that they do not plan to return stated that they planned to enter a four-year college.

The analysis of the sample, which will be discussed in more detail in the conclusion of the study, indicates that the findings in the succeeding pages are findings that reflect a representative yet diverse sample of students enrolled at Cuyahoga Community College.

TABLE I

SEX
BY DEGREE

Sex	Associate in Arts No.	%	Associate in Science No.	%	No Reply No.	%	All Students No.	%
Male	156	64%	154	56%	163	67%	473	62
Female	88	36%	118	44%	81	33%	287	38
No Reply	1	--	1	--	--	--	2	--
Total	245	100%	273	100%	244	100%	762	100

TABLE 2

AGE OF STUDENTS
BY CAMPUS

Age	CAMPUS															
	WESTERN								METROPOLITAN							
	Male		Female		No Reply		All Students		Male		Female		No Reply		All Students	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
17 - 19	60	33%	68	58%	--	--	128	43%	88	30%	71	42%	--	--	159	34%
20 - 22	104	57%	38	32%	--	--	142	47%	168	59%	72	42%	--	--	240	52%
23 - 25	17	9%	5	4%	--	--	22	7%	18	6%	11	6%	1	50%	30	7%
Over 25	3	1%	6	6%	--	--	9	3%	15	5%	16	10%	--	--	31	7%
No reply	--	--	--	--	--	--	--	--	--	--	--	--	1	50%	1	--
Total	184	100%	117	100%	--	--	301	100%	289	100%	170	100%	2	100%	461	100%

TABLE 3

AGE OF STUDENTS COMPARED TO GRADE POINT AVERAGES
BY CAMPUS

Grade Point Average	WESTERN CAMPUS AGE 17-19 No.	%	20-22 No.	%	23-25 No.	%	25+ No.	%	No Reply No.	%	Total No.	%	METROPOLITAN CAMPUS AGE 17-19 No.	%	20-22 No.	%	23-25 No.	%	25+ No.	%	No Reply No.	%	Total No.	%
Below 1.00	--	--	--	--	--	--	--	--	--	--	--	--	2	1%	1	--	--	--	--	--	--	--	3	1%
1.0 - 1.9	24	19%	16	11%	2	10%	--	--	--	--	42	14%	16	10%	36	15%	3	10%	--	--	1	100%	56	12%
2.0 - 2.9	77	60%	93	65%	10	45%	--	--	--	--	180	60%	106	67%	157	65%	20	67%	15	48%	--	--	298	65%
3.0 - 4.0	25	19%	33	24%	10	45%	9	100%	--	--	77	25%	34	21%	45	19%	7	23%	15	48%	--	--	101	21%
No Reply	2	2%	--	--	--	--	--	--	--	--	2	1%	1	1%	1	1%	--	--	1	4%	--	--	3	1%
Total	128	100%	142	100%	22	100%	9	100%	--	--	301	100%	159	100%	240	100%	30	100%	31	100%	1	100%	461	100%

TABLE 4

REPORTED GRADE POINT AVERAGE
BY CAMPUS

Grade Point Average	WESTERN CAMPUS								METROPOLITAN CAMPUS							
	Male		Female		No Reply		All Students		Male		Female		No Reply		All Students	
	No.		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Below 1.0	--	--	--	--	--	--	--	--	2	1%	1	1%	--	--	3	1%
1.0 - 1.9	34	18%	8	7%	--	--	42	14%	44	15%	11	6%	1	50%	56	12%
2.0 - 2.9	119	65%	61	52%	--	--	180	60%	194	68%	103	61%	1	50%	298	65%
3.0 - 4.0	30	17%	47	40%	--	--	77	26%	47	16%	54	32%	--	--	101	21%
No Reply	1	--	1	1%	--	--	1	--	2	--	1	--	--	--	3	1%
Total	184	100%	117	100%	--	--	301	100%	289	100%	170	100%	2	100%	461	100%

TABLE 5

MAJOR AREA OF STUDY
BY CAMPUS

	Western	Metropolitan	Total
Accounting	9	35	44
Aeronautics	-	3	3
Aerospace	1	-	1
Architecture	1	3	4
Art	10	5	15
Aviation	3	-	3
Biology	7	4	11
Broadcasting	-	2	2
Building Construction	3	2	2
Business	52	71	123
Chemistry	-	3	3
Data Processing	13	24	37
Dental Hygiene	1	15	16
Drama	-	1	1
Education	41	45	86
Electronics	4	22	26
Elementary Education	15	17	32
Engineering	15	19	34
English	13	8	21
Food Management	-	1	1
Forestry	1	-	1
French	2	2	4
Geography	1	-	1
History	5	7	12
Home Economics	3	-	3
Hotel Management	3		3
Humanities	-	1	1
Insurance	-	1	1
International Studies	1	-	1
Journalism	2	-	2
Law	-	1	1
Law Enforcement	6	33	39
Liberal Arts	1	14	15
Library Technology	-	1	1
Management	-	2	2
Marketing	3	1	4
Mechanical Technology	1	3	4
Medical Assisting	2	10	12

TABLE 5--Continued

	Western	Metropolitan	Total
Micro-Photography	-	1	1
Modern Language	-	1	1
Music	5	5	10
Nursery School Assistant	1	10	11
Nursing	20	62	82
Pharmacy	-	3	3
Philosophy	1	2	3
Physical Education	3	5	8
Physics	1	2	3
Political Science	2	3	5
Pre-Med	1	-	1
Pre-Law	1	1	2
Psychology	10	15	25
Public Relations	1	1	2
Retailing	3	3	6
Sales	-	2	2
Science	6	2	8
Secretarial Science	5	8	13
Social Science	4	6	10
Social Work	1	3	4
Sociology	4	9	13
Spanish	-	2	2
Speech	1	2	3
Technical Drawing	1	-	1
Technology	-	1	1
Theater-Radio	2	-	2
Theater	1	1	2
Fire Technology	-	1	1
Transfer	-	1	1
Transportation	-	2	2
Urban Technology	1	-	1
Wildlife Conservation	-	3	3
Undecided	3	17	20

TABLE 6

HOURS EMPLOYED

Hours	CAMPUS											
	WESTERN						METROPOLITAN					
	Male		Female		No Reply	All Students	Male		Female		No Reply	All Students
	No.	%	No.	%	No. %	No. %	No.	%	No.	%	No. %	No. %
1 - 10	16	9%	23	20%	-- --	39 13%	22	8%	19	11%	- -	42 9%
11 - 20	33	18%	30	26%	-- --	63 21%	78	27%	57	34%	1 50%	135 30%
21 - 30	50	27%	18	15%	-- --	68 23%	59	20%	20	12%	- -	79 17%
31 - 40	39	21%	13	11%	-- --	52 17%	77	27%	16	9%	1 50%	94 20%
Not Employed	41	22%	32	27%	-- --	73 24%	51	17%	55	32%	- -	106 23%
No Reply	5	3%	1	1%	-- --	6 2%	2	1%	3	2%	- -	5 1%
Total	184	100%	117	100%	-- --	301 100%	289	100%	170	100%	2 100%	461 100%

TABLE 7

HOURS EMPLOYED
GRADE POINT AVERAGE

Hours	WESTERN CAMPUS Grade Point Average										METROPOLITAN CAMPUS Grade Point Average									
	Below 1.0		1.0-1.9		2.0-2.9		3.0-4.0		No Reply		Below 1.00		1.00-1.9		2.0-2.9		3.0-4.0		No Reply	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1 - 10	--	--	5	12%	18	10%	16	21%	--	--	--	--	2	4%	28	10%	12	12%	--	--
11 - 20	--	--	9	21%	38	21%	16	21%	--	--	--	--	15	27%	99	32%	21	21%	--	--
21 - 30	--	--	13	31%	45	26%	8	10%	2	100%	1	33%	18	31%	47	16%	13	13%	--	--
31 - 40	--	--	7	17%	35	19%	10	13%	--	--	1	33%	15	27%	62	21%	14	14%	2	67%
Not Employed	--	--	8	19%	40	22%	25	32%	--	--	1	33%	5	9%	60	20%	39	38%	1	33%
No Reply	--	--	--	--	4	2%	2	3%	--	--	--	--	1	2%	2	1%	2	2%	--	--
Total	--	--	42	100%	180	100%	77	100%	2	100%	3	100%	56	100%	298	100%	101	100%	3	100%

TABLE 8

TRAVEL TIME TO AND FROM CAMPUS
BY CAMPUS

Time	WESTERN CAMPUS								METROPOLITAN CAMPUS							
	Male		Female		No Reply		All Stud.		Male		Female		No Reply		All Stud.	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
ess than 30 minutes	113	61%	70	60%	--	--	183	61%	68	24%	23	14%	--	--	91	20%
0 minutes to 1 hour	60	33%	37	32%	--	--	97	32%	166	57%	88	52%	2	100%	256	55%
hour to 1½ hours	9	5%	9	7%	--	--	18	6%	49	17%	40	24%	--	--	89	19%
ore than 1½ hours	2	1%	0	--	--	--	2	1%	6	2%	19	10%	--	--	25	6%
o Reply	--	--	1	1%	--	--	1	--	--	--	--	--	--	--	--	--
otal	184	100%	117	100%	--	--	301	100%	289	100%	170	100%	2	100%	461	100%

TABLE 9

TRAVEL TIME TO AND FROM CAMPUS
BY GRADE POINT AVERAGE

Time	WESTERN CAMPUS Grade Point Average										METROPOLITAN CAMPUS Grade Point Average									
	Below 1.0		1.0-1.9		2.0-2.9		3.0-4.0		No Reply		Below 1.00		1.00-1.9		2.0-2.9		3.0-4.0		No Reply	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Less than 30 min	--	--	23	55%	18	66%	40	52%	2	100%	1	33%	9	16%	63	21%	16	16%	2	67%
30 min - 1 hr.	--	--	15	36%	50	28%	32	42%	--	--	2	67%	39	70%	154	55%	51	50%	--	--
1 hour - 1½ hrs	--	--	3	7%	11	6%	4	5%	--	--	--	--	6	11%	59	20%	23	23%	1	33%
More than 1½ hrs	--	--	1	2%	--	--	1	1%	--	--	--	--	2	3%	12	4%	11	11%	--	--
No Reply	--	--	--	--	1	1%	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Total	--	--	42	100%	180	100%	77	100%	2	100%	3	100%	56	100%	298	100%	101	100%	3	100%

TABLE 10

PLANS AFTER LEAVING CUYAHOGA COMMUNITY COLLEGE
BY CAMPUS

Plans	WESTERN CAMPUS								METROPOLITAN CAMPUS							
	Male		Female		No Reply		All Students		Male		Female		No Reply		All Students	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Full-Time Bacc.	116	62%	57	48%	--	--	173	57%	145	50%	46	27%	1	50%	192	42%
Work and Bacc.	39	21%	23	20%	--	--	62	21%	92	33%	44	26%	1	50%	137	30%
Work Full-Time	12	7%	29	25%	--	--	41	14%	33	11%	60	35%	--	--	93	20%
Other	16	9%	6	5%	--	--	22	7%	15	5%	17	10%	--	--	32	7%
No Reply	1	1%	2	2%	--	--	3	1%	4	1%	3	2%	--	--	7	1%
Total	184	100%	117	100%	--	--	301	100%	289	100%	170	100%	2	100%	461	100%

TABLE II

PLANS AFTER LEAVING CUYAHOGA COMMUNITY COLLEGE
BY DEGREE

Plans	Associate in Arts No.	%	Associate in Science No.	%	No Reply No.	%
Full-Time Baccalaureate Degree	159	65%	67	25%	139	57%
Work and Obtain Baccalaureate	56	23%	87	32%	56	23%
Work Full-Time	14	5%	98	36%	22	9%
Other	15	6%	17	6%	22	9%
No Reply	1	1%	4	1%	5	2%
Total	245	100%	273	100%	244	100%

TABLE 12

PLANS TO RETURN IN FALL
BY CAMPUS

Answer	WESTERN CAMPUS								METROPOLITAN CAMPUS							
	Male		Female		No Reply		All Students		Male		Female		No Reply		All Students	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	119	65%	75	64%	--	--	194	65%	209	72%	105	62%	2	100%	316	69%
No	60	33%	40	34%	--	--	100	33%	77	27%	59	35%	--	--	136	29%
No reply	5	2%	2	2%	--	--	7	2%	3	1%	6	3%	--	--	9	2%
Total	184	100%	117	100%	--	--	301	100%	289	100%	170	100%	2	100%	461	100%

TABLE 13

PLANS TO RETURN IN FALL
BY GRADE POINT AVERAGE

	WESTERN CAMPUS										METROPOLITAN CAMPUS									
	Grade Point Average										Grade Point Average									
	Below 1.0		1.0-1.9		2.0-2.9		3.0-4.0		No Reply		Below 1.00		1.00-1.9		2.0-2.9		3.0-4.0		No Reply	
Answer	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	--	--	36	86%	115	64%	42	55%	1	50%	2	67%	46	82%	207	69%	60	60%	1	33%
No	--	--	6	14%	59	33%	34	44%	1	50%	1	33%	8	14%	88	30%	37	36%	2	67%
No reply	--	--	--	--	6	3%	1	1%	--	--	--	--	2	4%	3	1%	4	4%	--	--
Total	--	--	42	100%	180	100%	77	100%	2	100%	3	100%	56	100%	298	100%	101	100%	3	100%

TABLE 14

STATED PLANS OF STUDENTS NOT RETURNING IN THE FALL
BY CAMPUS

	Western		Metropolitan		Total	
	No.	%	No.	%	No.	%
Entering a Four-Year College	62	58%	67	49%	129	52%
Graduated	26	24%	51	37%	77	32%
Enlisted in Military Service	4	4%	10	7%	14	6%
Work Full-Time	6	6%	4	3%	10	4%
Undecided	8	7%	--	--	8	3%
Moving	1	1%	3	2%	4	2%
Personal	--	--	2	2%	2	1%
Total	107	100%	137	100%	244	100%

Attitudes Regarding Peers

1. Approximately 30 percent of the sample on both campuses indicated that there was a moderate amount of college spirit or feeling of common goals while a similar percentage indicated that there was practically none. An additional 41 percent on both campuses indicated that there was possibly some.
2. Over 90 percent of the Western Campus and over 70 percent of the Metropolitan Campus students observed a willingness of other students to associate with persons of different race, creed and color.
3. When analyzed by grade point average, 75 percent or more of the students on both campuses with 3.0 to 4.0 grade point averages indicated that the students were very willing or somewhat willing to associate with persons of different race, creed and color.

TABLE 15

COLLEGE SPIRIT OR FEELING OF COMMON GOALS
BY CAMPUS

School Spirit	WESTERN CAMPUS								METROPOLITAN CAMPUS							
	Male		Female		No Reply		All Students		Male		Female		No Reply		All Students	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Strong school spirit	7	4%	3	3%	--	--	10	3%	9	3%	4	2%	--	--	13	3%
Moderate school spirit	47	26%	31	27%	--	--	78	26%	66	23%	55	33%	2	100%	123	27%
Possibly some school spirit	69	37%	54	45%	--	--	123	41%	124	43%	67	39%	--	--	191	41%
Practically none	60	33%	29	25%	--	--	89	30%	89	31%	42	25%	--	--	131	28%
No Reply	1	--	--	--	--	--	1	--	1	--	2	1%	--	--	3	1%
Total	184	100%	117	100%	--	--	301	100%	289	100%	170	100%	2	100%	461	100%

TABLE 16

COLLEGE SPIRIT OR FEELING OF COMMON GOALS
BY RETURNING AND NON-RETURNING STUDENTS

	WESTERN CAMPUS						METROPOLITAN CAMPUS					
	Returning Students		Non-Returning Students		No Reply		Returning Students		Non-Returning Students		No Reply	
School Spirit	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Strong School Spirit	5	3%	4	4%	1	13%	9	3%	4	3%	--	--
Moderate School Spirit	51	26%	25	25%	2	29%	84	26%	37	27%	2	22%
Possibly Some School Spirit	89	45%	32	32%	2	29%	136	43%	51	38%	4	45%
Practically None	48	25%	39	39%	2	29%	85	27%	43	31%	3	33%
No Reply	1	1%	--	--	--	--	2	1%	1	1%	--	--
Total	194	100%	100	100%	7	100%	316	100%	136	100%	9	100%

TABLE 17

WILLINGNESS OF OTHER STUDENTS TO ASSOCIATE WITH PERSONS OF DIFFERENT RACE, CREED, AND COLOR BY CAMPUS

	WESTERN CAMPUS								METROPOLITAN CAMPUS							
	Male		Female		No Reply		All Students		Male		Female		No Reply		All Students	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Very willing	66	36%	59	50%	--	--	125	42%	63	22%	56	32%	1	50%	120	26%
Somewhat willing	88	48%	47	40%	--	--	135	45%	140	48%	87	51%	1	50%	228	49%
Fairly unwilling	24	13%	9	8%	--	--	33	11%	63	22%	23	14%	--	--	86	19%
Very unwilling	2	1%	2	2%	--	--	4	1%	19	7%	3	2%	--	--	22	5%
No reply	4	2%	--	--	--	--	4	1%	4	1%	1	1%	--	--	5	1%
Total	184	100%	117	100%	--	--	301	100%	289	100%	170	100%	2	100%	461	100%

TABLE 18

WILLINGNESS OF OTHER STUDENTS TO ASSOCIATE WITH PERSONS OF DIFFERENT RACE, CREED AND COLOR BY GRADE POINT AVERAGE

Willingness	WESTERN CAMPUS Grade Point Average										METROPOLITAN CAMPUS Grade Point Average									
	Below 1.0		1.0-1.9		2.0-2.9		3.0-4.0		No Reply		Below 1.00		1.00-1.9		2.0-2.9		3.0-4.0		No Reply	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Very willing	--	--	19	45%	77	43%	28	36%	1	50%	--	--	15	27%	75	25%	30	30%	--	--
Somewhat willing	--	--	16	38%	76	42%	42	55%	1	50%	2	67%	26	46%	152	51%	45	45%	30	100%
Fairly unwilling	--	--	6	14%	23	4%	4	5%	--	--	1	33%	10	18%	53	18%	22	21%	--	--
Very unwilling	--	--	--	--	2	2%	2	3%	--	--	--	--	4	7%	16	5%	2	2%	--	--
No reply	--	--	1	2%	2	1%	1	1%	--	--	--	--	1	2%	2	1%	2	2%	--	--
Total	--	--	42	100%	180	100%	77	100%	2	100%	3	100%	56	100%	298	100%	101	100%	3	100%

TABLE 19

WILLINGNESS OF OTHER STUDENTS TO ASSOCIATE WITH PERSONS
OF DIFFERENT RACE, CREED, AND COLOR BY RETURNING AND NON-RETURNING STUDENTS

Willingness	WESTERN CAMPUS						METROPOLITAN CAMPUS					
	Returning Students		Non-Returning Students		No Reply		Returning Students		Non-Returning Students		No Reply	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Very Willing	82	42%	39	39%	4	57%	83	26%	35	26%	2	22%
Somewhat Willing	85	43%	47	47%	3	43%	163	52%	59	43%	6	67%
Fairly Unwilling	21	11%	12	12%	--	--	54	17%	31	23%	1	11%
Very Unwilling	3	2%	1	1%	--	--	14	4%	8	6%	--	--
No Reply	3	2%	1	1%	--	--	2	1%	3	2%	--	--
Total	194	100%	100	100%	7	100%	316	100%	136	100%	9	100%

Attitudes Regarding Instruction

1. Over three-fourths of the students on both campuses rated the instruction as excellent or good regardless of their grade point average or whether or not they planned to return to Cuyahoga Community College next fall.
2. Over one-third of the students on both campuses felt that almost all of their instructors knew them by their first name; over 20 percent felt that about one-half of their instructors knew them by their first name and about 24 percent felt that one-half or less of their instructors knew them by their first name.
3. Over 60 percent of the students on both campuses felt very successful or sometimes successful in their attempts to meet with professors during office hours.
4. The largest percentage of the sample on both campuses felt that they could reflect disagreeing attitudes in the classroom while the next largest percentage felt that they were allowed to disagree but within boundaries.
5. The largest percentage of students, over 60 percent, felt that almost all or several of their professors were successful in their attempts to challenge them to do their best work. The next largest percentage, approximately 30 felt that the professors were somewhat successful in challenging them to do their best work.
6. Over 50 percent of the students on both campuses felt that 50 to 100 percent of the professors could be rated as outstanding.

Approximately 20 percent of the students on both campuses felt that 25 to 49 percent of the instructors could be rated as outstanding. Twenty-one percent on the Metropolitan Campus and 14 percent of the students sampled on the Western Campus felt that 0 to 24 percent of the professors were outstanding.

TABLE 20

STUDENT EVALUATION OF INSTRUCTION
BY CAMPUS

Evaluation	WESTERN CAMPUS								METROPOLITAN CAMPUS							
	Male		Female		No Reply		All Students		Male		Female		No Reply		All Students	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Excellent	50	27%	39	33%	--	--	89	30%	87	30%	64	38%	--	--	151	33%
Good	99	54%	57	49%	--	--	156	51%	151	52%	83	49%	1	50%	235	51%
Fair	19	10%	15	13%	--	--	34	11%	30	11%	17	10%	1	50%	48	10%
Poor	9	5%	5	4%	--	--	14	5%	15	5%	4	2%	--	--	19	4%
No reply	7	4%	1	1%	--	--	8	3%	6	2%	2	1%	--	--	8	2%
Total	184	100%	117	100%	--	--	301	100%	289	100%	170	100%	2	100%	461	100%

TABLE 21

STUDENT EVALUATION OF INSTRUCTION
BY GRADE POINT AVERAGE

Evaluation	WESTERN CAMPUS Grade Point Average										METROPOLITAN CAMPUS Grade Point Average									
	Below 1.0		1.0-1.9		2.0-2.9		3.0-4.0		No Reply		Below 1.00		1.00-1.9		2.0-2.9		3.0-4.0		No Reply	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Excellent	--	--	11	26%	49	27%	28	36%	1	50%	1	33%	13	23%	97	33%	38	38%	2	67%
Good	--	--	20	48%	100	56%	36	47%	--	--	1	33%	25	45%	156	52%	52	51%	1	33%
Fair	--	--	8	19%	18	10%	8	10%	--	--	--	--	12	21%	31	10%	5	5%	--	--
Poor	--	--	2	5%	9	5%	3	4%	--	--	1	33%	3	5%	10	3%	5	5%	--	--
No reply	--	--	1	2%	4	2%	2	3%	1	50%	--	--	3	5%	4	1%	1	1%	--	--
Total	--	--	42	100%	180	100%	77	100%	2	100%	3	100%	56	100%	298	100%	101	100%	3	100%

TABLE 22

STUDENT EVALUATION OF INSTRUCTION
BY RETURNING AND NON-RETURNING STUDENTS

Evaluation	WESTERN CAMPUS						METROPOLITAN CAMPUS					
	Returning Students		Non-Returning Students		No Reply		Returning Students		Non-Returning Students		No Reply	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Excellent	47	24%	41	41%	--	--	92	29%	56	41%	--	--
Good	107	55%	45	45%	1	14%	171	54%	60	44%	3	33%
Fair	23	12%	10	10%	4	58%	32	13%	14	10%	4	44%
Poor	12	6%	1	1%	1	14%	14	4%	5	4%	2	23%
No Reply	5	3%	3	3%	1	14%	7	2%	1	1%	--	--
Total	194	100%	100	100%	7	100%	316	100%	136	100%	9	100%

TABLE 23

INSTRUCTORS KNOW STUDENTS BY FIRST NAME
BY CAMPUS

Amount	WESTERN CAMPUS								METROPOLITAN CAMPUS							
	Male		Female		No Reply		All Students		Male		Female		No Reply		All Students	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Almost all	69	38%	42	36%	--	--	111	37%	85	29%	70	41%	--	--	155	34%
More than half	43	23%	32	27%	--	--	75	25%	65	22%	33	19%	--	--	98	21%
Less than half	39	21%	31	26%	--	--	70	23%	77	27%	39	23%	1	50%	117	25%
Almost none	29	16%	12	10%	--	--	41	14%	60	21%	27	16%	1	50%	88	19%
No reply	4	2%	--	--	--	--	4	1%	2	1%	1	1%	--	--	3	1%
Total	184	100%	117	100%	--	--	301	100%	289	100%	170	100%	2	100%	461	100%

TABLE 24

INSTRUCTORS KNOW STUDENTS BY FIRST NAME
BY GRADE POINT AVERAGE

Number	WESTERN CAMPUS Grade Point Average										METROPOLITAN CAMPUS Grade Point Average									
	Below 1.0		1.0-1.9		2.0-2.9		3.0-4.0		No Reply		Below 1.0		1.0-1.9		2.0-2.9		3.0-4.0		No Reply	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Almost All	--	--	15	36%	60	33%	36	47%	--	--	1	33%	13	23%	98	33%	41	41%	2	67%
More Than Half	--	--	7	17%	47	26%	20	26%	1	50%	--	--	6	11%	75	25%	17	17%	--	--
Less Than Half	--	--	13	31%	41	23%	15	19%	1	50%	--	--	23	41%	70	24%	23	22%	1	33%
Almost None	--	--	6	14%	29	16%	6	8%	--	--	2	67%	14	25%	52	17%	20	20%	--	--
No Reply	--	--	1	2%	3	2%	--	--	--	--	--	--	--	--	3	1%	--	--	--	--
Total	--	--	42	100%	180	100%	77	100%	2	100%	3	100%	56	100%	298	100%	101	100%	3	100%

TABLE 25

SUCCESS IN MEETING WITH PROFESSORS
DURING OFFICE HOURS
BY CAMPUS

Success	WESTERN CAMPUS								METROPOLITAN CAMPUS							
	Male		Female		No Reply		All Students		Male		Female		No Reply		All Students	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Very Successful	67	36%	41	35%	--	--	108	36%	87	30%	76	46%	1	50%	164	36%
Sometimes Successful	63	34%	47	40%	--	--	110	37%	93	32%	60	35%	--	--	153	33%
Seldom Successful	17	9%	13	11%	--	--	30	10%	24	9%	11	6%	1	50%	36	8%
Never Successful	4	2%	2	2%	--	--	6	2%	7	2%	2	1%	--	--	9	2%
No Attempt to Meet Professor	32	18%	13	11%	--	--	45	14%	71	25%	21	12%	--	--	92	20%
No Reply	1	1%	1	1%	--	--	2	1%	7	2%	--	--	--	--	7	1%
Total	184	100%	117	100%	--	--	301	100%	289	100%	170	100%	2	100%	461	100%

TABLE 26

SUCCESS IN MEETING WITH PROFESSORS
DURING OFFICE HOURS
BY GRADE POINT AVERAGE

Success	WESTERN CAMPUS Grade Point Average										METROPOLITAN CAMPUS Grade Point Average									
	Below 1.0		1.0-1.9		2.0-2.9		3.0-4.0		No Reply		Below 1.0		1.0-1.9		2.0-2.9		3.0-4.0		No Reply	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Very Successful	--	--	10	24%	64	36%	34	44%	--	--	--	--	6	11%	112	38%	45	44%	1	33%
Sometimes Successful	--	--	28	47%	63	35%	26	34%	1	50%	--	--	26	46%	97	32%	29	29%	1	33%
Seldom Successful	--	--	7	17%	20	11%	3	4%	--	--	--	--	8	14%	23	8%	4	4%	1	33%
Never Successful	--	--	--	--	5	3%	1	1%	--	--	--	--	--	--	6	2%	3	3%	-	--
No Attempt to Meet Professors	--	--	5	12%	26	14%	13	17%	1	50%	3	100%	15	27%	57	19%	17	17%	-	--
No Reply	--	--	--	--	2	1%	--	--	--	--	--	--	1	2%	3	1%	3	3%	-	--
Total	--	--	42	100%	180	100%	77	100%	2	100%	3	100%	56	100%	298	100%	101	100%	3	99%

TABLE 27

SUCCESS IN MEETING WITH PROFESSORS DURING OFFICE HOURS
BY RETURNING AND NON-RETURNING STUDENTS

Success	WESTERN CAMPUS						METROPOLITAN CAMPUS					
	Returning Students		Non-Returning Students		No Reply		Returning Students		Non-Returning Students		No Reply	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Very Successful	58	30%	46	46%	4	57%	107	34%	54	40%	3	33%
Sometimes Successful	72	36%	36	36%	2	29%	104	33%	44	33%	5	56%
Seldom Successful	25	13%	5	5%	--	--	25	8%	11	8%	--	--
Never Successful	4	2%	2	2%	--	--	5	2%	4	3%	--	--
No Attempt to Meet Professors	34	18%	10	10%	1	14%	70	21%	21	15%	1	11%
No Reply	1	1%	1	1%	--	--	5	2%	2	1%	--	--
Total	194	100%	100	100%	7	100%	316	100%	136	100%	9	100%

TABLE 28

STUDENTS' OPPORTUNITY TO DISAGREE WITH PROFESSORS
BY CAMPUS

Opportunity	WESTERN CAMPUS								METROPOLITAN CAMPUS							
	Male		Female		No Reply		All Students		Male		Female		No Reply		All Students	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Encouraged to Reflect Disagreement	100	54%	56	48%	--	--	156	52%	117	40%	66	39%	1	50%	184	40%
Frequently Disagree	31	17%	19	16%	--	--	50	17%	48	17%	18	11%	--	--	66	14%
Allowed to Disagree But Within Boundaries	42	23%	36	31%	--	--	78	26%	99	34%	72	42%	1	50%	172	37%
Penalized For Disagreement	4	2%	5	4%	--	--	9	3%	16	6%	11	6%	--	--	27	6%
No Reply	7	4%	1	1%	--	--	8	2%	9	3%	3	2%	--	--	12	3%
Total	184	100%	117	100%	--	--	301	100%	289	100%	170	100%	2	100%	461	100%

TABLE 29

STUDENTS' OPPORTUNITY TO DISAGREE WITH PROFESSORS
BY DEGREE

Opportunity	Associate in Arts No.	%	Associate in Science No.	%	No Reply No.	%
Encouraged to Reflect Disagreement	121	50%	115	42%	104	43%
Frequently Disagree	39	16%	37	13%	40	16%
Allowed to Disagree But With Boundaries	62	25%	106	39%	82	34%
Penalized for Disagreement	13	5%	13	5%	10	4%
No Reply	10	4%	2	1%	8	3%
Total	245	100%	273	100%	244	100%

TABLE 30

STUDENTS' OPPORTUNITY TO DISAGREE WITH PROFESSORS
BY GRADE POINT AVERAGE

Opportunity	WESTERN CAMPUS Grade Point Average										METROPOLITAN CAMPUS Grade Point Average									
	Below 1.0		1.0-1.9		2.0-2.9		3.0-4.0		No Reply		Below 1.0		1.0-1.9		2.0-2.9		3.0-4.0		No Reply	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Encouraged to Reflect Disagreement	--	--	24	57%	95	53%	37	48%	--	--	2	67%	23	41%	126	42%	31	31%	2	67%
Frequently Disagree	--	--	5	12%	34	19%	11	15%	--	--	--	--	9	17%	41	14%	16	16%	--	--
Allowed to Disagree But Within Boundaries	--	--	11	26%	39	22%	27	35%	1	50%	1	33%	18	32%	106	36%	47	46%	--	--
Penalized for Disagreement	--	--	2	5%	6	3%	1	1%	--	--	--	--	3	5%	19	6%	4	4%	1	33%
No Reply	--	--	--	--	6	3%	1	1%	1	50%	--	--	3	5%	6	2%	3	3%	--	--
Total	--	--	42	100%	180	100%	77	100%	2	100%	3	100%	56	100%	298	100%	101	100%	3	100%

TABLE 31

SUCCESS OF PROFESSORS IN CHALLENGING
STUDENT TO DO BEST WORK
BY CAMPUS

Success	WESTERN CAMPUS								METROPOLITAN CAMPUS							
	Male		Female		No Reply		All Students		Male		Female		No Reply		All Students	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Almost All Challenge Student	24	13%	20	17%	--	--	44	15%	34	12%	41	24%	--	--	75	16%
Several Are Successful	94	51%	57	49%	--	--	151	50%	128	44%	79	46%	--	--	207	45%
Somewhat Successful	57	31%	36	30%	--	--	93	31%	106	36%	42	25%	1	50%	149	32%
Totally Unsuccessful	7	4%	1	1%	--	--	8	3%	19	7%	6	4%	1	50%	26	6%
No Reply	2	1%	3	3%	--	--	5	1%	2	1%	2	1%	--	--	4	1%
Total	184	100%	117	100%	--	--	301	100%	289	100%	170	100%	2	100%	461	100%

TABLE 32

SUCCESS OF PROFESSORS IN CHALLENGING STUDENT TO DO BEST WORK
BY GRADE POINT AVERAGE

	WESTERN CAMPUS										METROPOLITAN CAMPUS									
	Grade Point Average										Grade Point Average									
	Below 1.0		1.0-1.9		2.0-2.9		3.0-4.0		No Reply		Below 1.0		1.0-1.9		2.0-2.9		3.0-4.0		No Reply	
Success	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Almost All Challenged Student	--	--	4	10%	22	12%	18	23%	--	--	1	33%	4	7%	52	17%	17	17%	1	33%
Several Are Successful	--	--	16	38%	95	53%	39	51%	1	50%	--	--	19	34%	132	44%	55	54%	1	33%
Somewhat Successful	--	--	18	43%	58	32%	17	22%	--	--	--	--	24	43%	97	33%	27	27%	1	33%
Totally Unsuccessful	--	--	3	7%	3	2%	1	1%	1	50%	2	67%	8	14%	15	5%	1	1%	--	--
No Reply	--	--	1	2%	2	1%	2	3%	--	--	--	--	1	2%	2	1%	1	1%	--	--
Total	--	--	42	100%	180	100%	77	100%	2	100%	3	100%	56	100%	298	100%	101	100%	3	100%

TABLE 33

SUCCESS OF PROFESSORS IN CHALLENGING STUDENT TO DO BEST WORK
BY RETURNING AND NON-RETURNING STUDENTS

Success	WESTERN CAMPUS						METROPOLITAN CAMPUS					
	Returning Students		Non-Returning Students		No Reply		Returning Students		Non-Returning Students		No Reply	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Almost All Challenged Student	26	13%	18	18%	--	--	54	17%	18	13%	3	33%
Several Are Successful	92	47%	54	54%	5	71%	131	42%	75	55%	1	11%
Somewhat Successful	65	34%	26	26%	2	29%	109	34%	35	26%	5	56%
Totally Unsuccessful	7	4%	1	1%	--	--	20	6%	6	4%	--	--
No Reply	4	2%	1	1%	--	--	2	1%	2	2%	--	--
Total	194	100%	100	100%	7	100%	316	100%	136	100%	9	100%

TABLE 34

STUDENT OPINION OF PERCENT OF OUTSTANDING PROFESSORS
BY CAMPUS

Percent	WESTERN CAMPUS								METROPOLITAN CAMPUS							
	Male		Female		No Reply		All Students		Male		Female		No Reply		All Students	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
75% or More	36	19%	23	20%	--	--	59	20%	43	15%	41	24%	--	--	84	18%
50% - 74%	61	33%	47	40%	--	--	108	36%	103	36%	50	30%	--	--	153	34%
25% - 49%	47	26%	23	20%	--	--	70	23%	58	20%	35	20%	1	50%	94	20%
0 - 24%	27	15%	16	14%	--	--	43	14%	65	22%	32	19%	1	50%	98	21%
No Reply	13	7%	8	3%	--	--	21	7%	20	7%	12	7%	--	--	32	7%
Total	184	100%	117	100%	--	--	301	100%	289	100%	170	100%	2	100%	461	100%

TABLE 35

STUDENT OPINION OF PERCENT OF OUTSTANDING PROFESSORS
BY GRADE POINT AVERAGE

	WESTERN CAMPUS										METROPOLITAN CAMPUS									
	Grade Point Average										Grade Point Average									
	Below 1.0		1.0-1.9		2.0-2.9		3.0-4.0		No Reply		Below 1.0		1.0-1.9		2.0-2.9		3.0-4.0		No Reply	
Percent	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
75% or More	--	--	5	12%	36	20%	18	23%	--	--	1	33%	8	14%	56	19%	19	19%	--	--
50% - 74%	--	--	17	40%	64	36%	26	35%	1	50%	--	--	13	23%	101	34%	36	35%	3	100%
25% - 49%	--	--	11	26%	44	24%	15	19%	--	--	--	--	13	23%	57	19%	24	24%	--	--
0 - 24%	--	--	7	17%	23	13%	13	17%	--	--	--	--	16	29%	65	22%	17	17%	--	--
No Reply	--	--	--	5%	13	7%	5	6%	1	50%	2	67%	6	11%	19	6%	5	5%	--	--
Total	--	--	42	100%	180	100%	77	100%	2	100%	3	100%	56	100%	298	100%	101	100%	3	100%

TABLE 36

STUDENT OPINION OF PERCENT OF OUTSTANDING PROFESSORS
BY RETURNING AND NON-RETURNING STUDENTS

Percent	WESTERN CAMPUS						METROPOLITAN CAMPUS					
	Returning Students		Non-Returning Students		No Reply		Returning Students		Non-Returning Students		No Reply	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
75% or More	34	18%	23	23%	2	29%	51	16%	32	24%	1	11%
50 - 74%	68	34%	38	38%	2	29%	102	32%	49	36%	2	23%
25 - 49%	50	26%	19	19%	1	13%	66	21%	24	18%	4	44%
0 -24%	27	14%	16	16%	--	--	76	24%	21	15%	1	11%
No Reply	15	8%	4	4%	2	29%	21	7%	10	7%	1	11%
Total	194	100%	100	100%	7	100%	316	100%	136	100%	9	100%

Attitudes Regarding Counseling Services

1. Approximately 60 percent of the students on both campuses indicated that the availability of the college counselor was good or excellent for their purposes. Thirty-five percent of the students on the Western Campus and 30 percent on the Metropolitan Campus indicated that the availability of the counselor for their services was fair or poor.
2. Sixty-five percent of the sample on the Western Campus and 47 percent of the sample on the Metropolitan Campus indicated that the counselor's service was good or excellent in helping them explore interests and goals.
3. Approximately 80 percent of the students on both campuses indicated that they were very certain or fairly certain of their major field of study.

TABLE 37

AVAILABILITY OF COLLEGE COUNSELOR
BY CAMPUS

Availability	WESTERN CAMPUS								METROPOLITAN CAMPUS							
	Male		Female		No Reply		All Students		Male		Female		No Reply		All Students	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Didn't Need Him	6	3%	2	2%	--	--	8	3%	18	6%	29	17%	--	--	47	10%
Excellent	44	24%	37	32%	--	--	81	27%	60	21%	26	15%	1	50%	87	19%
Good	63	35%	38	32%	--	--	101	33%	110	39%	67	39%	1	50%	178	39%
Fair	45	24%	29	25%	--	--	74	25%	56	19%	32	19%	--	--	88	19%
Poor	21	11%	10	8%	--	--	31	10%	39	13%	14	9%	--	--	53	11%
No Reply	5	3%	1	1%	--	--	6	2%	6	2%	2	1%	--	--	8	2%
Total	184	100%	117	100%	--	--	301	100%	289	100%	170	100%	2	100%	461	100%

TABLE 38

AVAILABILITY OF COLLEGE COUNSELOR
BY GRADE POINT AVERAGE

Availability	WESTERN CAMPUS Grade Point Average										METROPOLITAN CAMPUS Grade Point Average									
	Below 1.0		1.0-1.9		2.0-2.9		3.0-4.0		No Reply		Below 1.0		1.0-1.9		2.0-2.9		3.0-4.0		No Reply	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Didn't Need Him	--	--	2	5%	2	1%	4	5%	--	--	1	33%	6	11%	30	10%	9	9%	1	33%
Excellent	--	--	13	31%	42	23%	26	34%	--	--	--	--	10	18%	52	17%	25	25%	--	--
Good	--	--	11	26%	68	38%	20	26%	2	100%	1	33%	22	39%	123	43%	32	31%	--	--
Fair	--	--	11	26%	45	25%	18	23%	--	--	1	33%	9	16%	58	19%	19	19%	1	33%
Poor	--	--	5	12%	20	11%	6	8%	--	--	--	--	7	12%	31	10%	14	14%	1	33%
No Reply	--	--	--	---	3	2%	3	4%	--	--	--	--	2	4%	4	1%	2	2%	--	--
Total	--	--	42	100%	180	100%	77	100%	2	100%	3	100%	56	100%	298	100%	101	100%	3	100%

TABLE 39

COUNSELOR HELP IN EXPLORING INTERESTS AND GOALS
BY CAMPUS

Evaluation	WESTERN CAMPUS								METROPOLITAN CAMPUS							
	Male		Female		No Reply		All Students		Male		Female		No Reply		All Students	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Didn't Use Service	15	8%	6	5%	--	--	21	7%	37	13%	39	23%	--	--	76	16%
Excellent	51	28%	46	39%	--	--	97	32%	57	20%	30	18%	--	--	87	19%
Good	62	34%	37	32%	--	--	99	33%	82	28%	44	26%	2	100%	128	28%
Fair	40	21%	19	16%	--	--	59	19%	61	21%	26	15%	--	--	87	19%
Poor	15	8%	8	7%	--	--	23	8%	49	17%	27	15%	--	--	76	16%
No Reply	1	1%	1	1%	--	--	2	1%	3	1%	4	3%	--	--	7	2%
Total	184	100%	117	100%	--	--	301	100%	289	100%	170	100%	2	100%	461	100%

TABLE 40

COUNSELOR HELP IN EXPLORING INTERESTS AND GOALS
BY RETURNING AND NON-RETURNING STUDENTS

Evaluations	WESTERN CAMPUS						METROPOLITAN CAMPUS					
	Returning Students		Non-Returning Students		No Reply		Returning Students		Non-Returning Students		No Reply	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Didn't Use Service	11	6%	9	9%	1	14%	50	16%	25	18%	1	11%
Excellent	65	33%	30	30%	2	29%	53	17%	32	24%	2	22%
Good	63	32%	33	33%	3	43%	99	31%	27	20%	2	23%
Fair	37	19%	21	21%	1	14%	61	19%	25	18%	1	11%
Poor	17	9%	6	6%	--	--	50	16%	23	17%	3	33%
No Reply	1	1%	1	1%	--	--	3	1%	4	3%	--	--
Total	194	100%	100	100%	7	100%	316	100%	136	100%	9	100%

TABLE 41

CERTAINTY OF MAJOR FIELD
BY CAMPUS

Certainty	WESTERN CAMPUS								METROPOLITAN CAMPUS							
	Male		Female		No Reply		All Students		Male		Female		No Reply		All Students	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Very Certain	71	39%	58	50%	--	--	129	43%	133	45%	102	60%	1	50%	236	51%
Fairly Certain	69	37%	32	27%	--	--	101	34%	92	32%	47	27%	1	50%	140	30%
Somewhat Uncertain	25	14%	13	11%	--	--	38	13%	42	15%	13	8%	--	--	55	12%
Very Uncertain	17	9%	11	9%	--	--	28	9%	19	7%	7	4%	--	--	26	6%
No Reply	2	1%	3	3%	--	--	5	1%	3	1%	1	1%	--	--	4	1%
Total	184	100%	117	100%	--	--	301	100%	289	100%	170	100%	2	100%	461	100%

TABLE 42

CERTAINTY OF MAJOR FIELD
BY GRADE POINT AVERAGE

Certainty	WESTERN CAMPUS Grade Point Average										METROPOLITAN CAMPUS Grade Point Average									
	Below 1.0		1.0-1.9		2.0-2.9		3.0-4.0		No Reply		Below 1.0		1.0-1.9		2.0-2.9		3.0-4.0		No Reply	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Very Certain	--	--	16	39%	75	42%	37	48%	1	50%	2	67%	19	34%	154	51%	58	57%	3	100%
Fairly Certain	--	--	17	40%	62	34%	22	29%	--	--	1	33%	23	41%	91	31%	25	25%	--	--
Somewhat Uncertain	--	--	3	7%	25	14%	9	12%	1	50%	--	--	10	18%	33	11%	12	12%	--	--
Very Uncertain	--	--	5	12%	15	8%	8	10%	--	--	--	--	3	5%	17	6%	6	6%	--	--
No Reply	--	--	1	2%	3	2%	1	1%	--	--	--	--	1	2%	3	1%	--	--	--	--
Total	--	--	42	100%	180	100%	77	100%	2	100%	3	100%	56	100%	298	100%	101	100%	3	100%

Attitudes Regarding the College and Policies of the College

1. Eighty-seven percent of the respondents on both campuses indicated that they felt that the rules at Cuyahoga Community College were logical and fair. A larger percentage of students in the 3.0 to 4.0 grade range rated the rules as fair and logical than did the students in the 1.0 to 1.9 grade point range. The reasons cited most frequently by the students stating that the rules were not fair are the unfair cut system, parking permits, vandalism, and no real knowledge of rules.
2. Sixty percent of the respondents from the Western Campus and 47 percent on the Metropolitan Campus indicated that the professional staff was often helpful or very helpful while approximately 35 percent on both campuses indicated that they did not seek help from the professional staff.
3. The vast majority of the respondents, 93 percent on the Western Campus and 86 percent on the Metropolitan Campus, indicated that the professional staff was always friendly and courteous or was friendly and courteous most of the time.
4. Over 80 percent of the students from both campuses indicated that they would attend Cuyahoga Community College again. The major reasons given by students who indicated that they would enter Cuyahoga Community College again were cost, location, good professors and good personal relations with the professors.

The major reasons given by students who indicated that they would not enter Cuyahoga Community College again were preference for a four-year college, the problems of transferring credits, and the lack of school spirit.

5. The reasons listed most often for the students greatest dissatisfaction were lack of school spirit and professors. Listed most frequently as the students greatest satisfaction at Cuyahoga Community College were the student-teacher relationship and good professors.

TABLE 43

RULES FAIR AND LOGICAL
BY CAMPUS

Answer	WESTERN CAMPUS								METROPOLITAN CAMPUS							
	Male		Female		No Reply		All Students		Male		Female		No Reply		All Students	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	158	86%	105	90%	--	--	263	87%	245	85%	154	91%	2	100%	401	87%
No	24	13%	12	10%	--	--	36	12%	32	11%	11	6%	--	--	43	9%
No Reply	2	1%	--	--	--	--	2	1%	12	4%	5	3%	--	--	17	4%
Total	184	100%	117	100%	--	--	301	100%	289	100%	170	100%	2	100%	461	100%

TABLE 44

RULES - FAIR AND LOGICAL
BY GRADE POINT AVERAGE

	WESTERN CAMPUS										METROPOLITAN CAMPUS									
	Grade Point Average										Grade Point Average									
	Below 1.0		1.0-1.9		2.0-2.9		3.0-4.0		No Reply		Below 1.0		1.0-1.9		2.0-2.9		3.0-4.0		No Reply	
Answer	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	--	--	34	81%	154	86%	73	95%	2	100%	3	100%	44	79%	266	89%	86	85%	2	67%
No	--	--	7	17%	25	14%	4	5%	--	--	--	--	9	16%	24	8%	9	9%	1	33%
No Reply	--	--	1	2%	1	--	--	--	--	--	--	--	3	5%	8	3%	6	6%	--	--
Total	--	--	42	100%	180	100%	77	100%	2	100%	3	100%	56	100%	298	100%	101	100%	3	100%

TABLE 45

RULES - FAIR AND LOGICAL
BY RETURNING AND NON-RETURNING STUDENTS

Answer	WESTERN CAMPUS						METROPOLITAN CAMPUS					
	Returning Students		Non-Returning Students		No Reply		Returning Students		Non-Returning Students		No Reply	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	170	87%	87	87%	6	86%	279	88%	115	85%	1	11%
No	23	12%	12	12%	1	14%	27	9%	15	11%	7	78%
No Reply	1	1%	1	1%	--	--	10	3%	6	4%	1	11%
Total	194	100%	100	100%	7	100%	316	100%	136	100%	9	100%

TABLE 46

REASONS GIVEN FOR STUDENTS STATING RULES NOT FAIR
BY CAMPUS

	Western		Metropolitan		Total	
	No.	%*	No.	%*	No.	%*
Cut System Unfair	16	28%	16	38%	32	32%
Parking Permits	17	29%	--	--	17	17%
Vandalism	16	27%	--	--	16	16%
No Real Knowledge of Rules	--	--	10	24%	10	10%
Negros Have Too Much Voice	--	--	5	12%	5	5%
Registration Not Fair	2	4%	3	7%	5	5%
No Smoking in Classrooms	--	--	4	9%	4	4%
Traffic Laws	3	4%	--	--	3	3%
Rules Not Made By Students	--	--	2	5%	2	2%
Student Code of Conduct	--	--	2	5%	2	2%
No Alcoholic Beverages on Campus	2	4%	--	--	2	2%
Bookstore	2	4%	--	--	2	2%
Total	58	100%	42	100%	100	100%

* Percent of Respondents to This Question.

TABLE 47

QUALITY OF HELP RENDERED BY PROFESSIONAL STAFF
BY CAMPUS

Opinions	WESTERN CAMPUS								METROPOLITAN CAMPUS							
	Male		Female		No Reply		All Students		Male		Female		No Reply		All Students	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Didn't Seek Help	65	36%	33	28%	--	--	98	33%	105	37%	66	40%	1	50%	172	37%
Very Helpful	52	28%	35	30%	--	--	87	29%	59	20%	39	24%	--	--	98	21%
Often Helpful	50	27%	44	38%	--	--	94	31%	74	26%	44	27%	1	50%	119	26%
Very Little Help	14	8%	4	3%	--	--	18	6%	38	13%	12	7%	--	--	50	12%
No Help	2	1%	1	1%	--	--	3	1%	11	4%	4	2%	--	--	15	4%
Total	184	100%	117	100%	--	--	301	100%	289	100%	170	100%	2	100%	461	100%

TABLE 48

QUAL .Y OF HELP RENDERED BY PROFESSIONAL STAFF
BY GRADE POINT AVERAGE

	WESTERN CAMPUS										METROPOLITAN CAMPUS									
	Grade Point Average										Grade Point Average									
	Below 1.0		1.0-1.9		2.0-2.9		3.0-4.0		No Reply		Below 1.0		1.0-1.9		2.0-2.9		3.0-4.0		No Reply	
Quality of Help	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Didn't Seek Help	--	--	14	33%	60	33%	23	30%	1	50%	2	67%	24	43%	106	36%	38	37%	2	67%
Very Helpful	--	--	10	24%	52	29%	25	32%	--	--	1	33%	12	21%	61	20%	24	24%	--	--
Often Helpful	--	--	13	31%	54	30%	26	34%	1	50%	--	--	10	18%	88	30%	21	21%	--	--
Very Little Help	--	--	4	10%	11	7%	3	4%	--	--	--	--	9	16%	31	10%	9	9%	1	33%
No Help	--	--	1	2%	2	1%	--	--	--	--	--	--	1	2%	10	3%	4	4%	--	--
No Reply	--	--	--	--	--	--	--	--	--	--	--	--	--	--	2	1%	5	5%	--	--
Total	--	--	42	100%	180	100%	77	100%	2	100%	3	100%	56	100%	298	100%	101	100%	3	100%

TABLE 49

PROFESSIONAL STAFF'S COURTESY
BY CAMPUS

Opinions	WESTERN CAMPUS								METROPOLITAN CAMPUS							
	Male		Female		No Reply		All Students		Male		Female		No Reply		All Students	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Friendly; Courteous Always	81	44%	56	48%	--	--	137	46%	93	32%	80	47%	--	--	173	38%
Friendly, Courteous Most of the Time	88	48%	53	45%	--	--	141	47%	147	51%	74	44%	2	100%	223	48%
Tolerant Attitude	12	6%	7	6%	--	--	19	6%	41	14%	9	5%	--	--	50	11%
Discourteous	1	1%	--	--	--	--	1	--	1	1%	5	3%	--	--	6	1%
No Reply	2	1%	1	1%	--	--	3	1%	7	2%	2	1%	--	--	9	2%
Total	184	100%	117	100%	--	--	301	100%	289	100%	170	100%	2	100%	461	100%

TABLE 50

PROFESSIONAL STAFF'S COURTESY
BY GRADE POINT AVERAGE

Courtesy	WESTERN CAMPUS Grade Point Average										METROPOLITAN CAMPUS Grade Point Average									
	Below 1.0		1.0-1.9		2.0-2.9		3.0-4.0		No Reply		Below 1.0		1.0-1.9		2.0-2.9		3.0-4.0		No Reply	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Friendly, Courteous Always	--	--	14	34%	83	46%	39	51%	1	50%	1	33%	14	25%	110	37%	47	46%	1	33%
Courteous Most of the Time	--	--	19	45%	86	57%	35	45%	1	50%	2	67%	35	62%	142	47%	43	43%	1	33%
Tolerant Attitude	--	--	8	19%	9	5%	2	3%	--	--	--	--	5	9%	38	13%	6	6%	1	33%
Discourteous	--	--	--	--	1	1%	--	--	--	--	--	--	1	2%	3	1%	2	2%	--	--
No Reply	--	--	1	2%	1	1%	1	1%	--	--	--	--	1	2%	5	2%	3	3%	--	--
Total	--	--	42	100%	180	100%	77	100%	2	100%	3	100%	56	100%	298	100%	101	100%	3	100%

TABLE 51

WOULD STUDENT ENROLL AT CUYAHOGA COMMUNITY COLLEGE AGAIN
BY CAMPUS

Answer	WESTERN CAMPUS								METROPOLITAN CAMPUS							
	Male		Female		No Reply		All Students		Male		Female		No Reply		All Students	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	157	85%	105	90%	--	--	262	87%	242	84%	142	84%	2	100%	386	84%
No	24	13%	11	9%	--	--	35	12%	42	14%	24	14%	--	--	66	14%
No Reply	3	2%	1	1%	--	--	4	1%	5	2%	4	2%	--	--	9	2%
Total	184	100%	117	100%	--	--	301	100%	289	100%	170	100%	2	100%	461	100%

TABLE 52

WOULD STUDENT ENROLL AT CUYAHOGA COMMUNITY COLLEGE AGAIN
BY GRADE POINT AVERAGE

Answer	WESTERN CAMPUS Grade Point Average										METROPOLITAN CAMPUS Grade Point Average									
	Below 1.0		1.0-1.9		2.0-2.9		3.0-4.0		No Reply		Below 1.0		1.0-1.9		2.0-2.9		3.0-4.0		No Reply	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	--	--	36	86%	154	85%	70	91%	2	100%	2	67%	38	68%	252	85%	91	90%	3	100%
No	--	--	5	12%	23	13%	7	9%	--	--	1	33%	17	30%	41	14%	7	7%	--	--
No Reply	--	--	1	2%	3	2%	--	--	--	--	--	--	1	2%	5	1%	3	3%	--	--
Total	--	--	42	100%	180	100%	77	100%	2	100%	3	100%	56	100%	298	100%	101	100%	3	100%

TABLE 53

WOULD STUDENT ENROLL AT CUYAHOGA COMMUNITY COLLEGE AGAIN
BY RETURNING AND NON-RETURNING STUDENTS

Answer	WESTERN CAMPUS						METROPOLITAN CAMPUS					
	Returning Students		Non-Returning Students		No Reply		Returning Students		Non-Returning Students		No Reply	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	173	89%	84	84%	5	71%	271	86%	109	80%	6	67%
No	19	10%	14	14%	2	29%	38	12%	26	19%	2	22%
No Reply	2	1%	2	2%	-	--	7	2%	1	1%	1	11%
Total	194	100%	100	100%	7	100%	316	100%	136	100%	9	100%

TABLE 54

MAJOR REASON WHY STUDENT WOULD
ENTER CUYAHOGA COMMUNITY COLLEGE AGAIN
BY CAMPUS

	Western	Metropolitan	Total	Percent*
Cost	105	125	230	25%
Location	61	47	108	12%
Good Professors	33	60	93	9%
Good Personal Relations With Professors	38	54	92	9%
Received a Good Education	37	39	76	8%
Good Place to Start	48	--	48	5%
Pleasant Atmosphere	45	2	47	5%
Small Classes	28	13	41	4%
Good Courses	11	25	36	4%
Fine School	--	32	32	3%
Two Year College	6	16	22	2%
Good Quality of Students	8	10	18	2%
Opportunity to Meet People of All Races	--	13	13	1%
Nursing Program	--	12	12	1%
New Campus	--	12	12	1%
Law Enforcement Program	--	11	11	1%
Dental Hygiene Program	--	11	11	1%
Other	27	36	63	7%
Total			955	100%

* Percent of Respondents to This Question.

TABLE 55

MAJOR REASON WHY STUDENT
WOULD NOT ENTER CUYAHOGA COMMUNITY COLLEGE AGAIN
BY CAMPUS

	Western	Metropolitan	Total	Percent*
Prefer Four-Year College	3	13	16	19%
Problems Transferring Credit	-	13	13	15%
Lack of School Spirit	5	6	11	13%
Poor School	-	9	9	11%
Counselors	2	5	7	8%
Lack of College Atmosphere	-	7	7	8%
High School Atmosphere	-	6	6	6%
Racial Problems	-	5	5	5%
Unfriendly	-	5	5	5%
Unchallenging Classes	3	-	3	4%
Poor Facilities	2	-	2	3%
Inefficient Courses	2	-	2	3%
Total			86	100%

* Percent of Respondents to This Question.

TABLE 56

GREATEST DISSATISFACTION WITH CUYAHOGA COMMUNITY COLLEGE
BY CAMPUS

	Western	Metropolitan	Total	Percent*
Lack of School Spirit	53	41	94	18%
Professors	28	44	72	14%
Parking Lots	18	18	36	7%
Racial Problems	--	29	29	6%
Cafeteria	5	17	22	5%
Administration Department	3	18	21	4%
Counseling	13	7	20	3%
Bookstore	15	5	20	3%
Student Government	3	13	16	3%
Old Campus	--	15	15	3%
Students	--	14	14	3%
Nursing Program	11	1	12	2%
Admissions and Records	12	--	12	2%
Traveling From Building to Building	--	12	12	2%
Untransferrable Credits	3	8	11	2%
Faculty - Staff Relationships	5	6	11	2%
SDS Society	--	10	10	2%
Cancelling of Classes	7	3	10	2%
Western Campus Facilities	10	--	10	2%
Too Few Courses Offered	1	8	9	1%
Afro American Society	--	9	9	1%
Transportation	3	4	7	1%
Similar to High School	5	2	7	1%
Library	1	5	6	1%
Parking Tickets	6	-	6	1%
Other	13	38	51	9%
Total			542	100%

* Percent of Respondents to This Question.

TABLE 57

GREATEST SATISFACTION WITH CUYAHOGA COMMUNITY COLLEGE
BY CAMPUS

	Western	Metropolitan	Total	Percent*
Student-Teacher Relationship	70	84	154	25%
Good Professors	45	64	109	17%
New Friends	12	38	50	9%
Learning	12	36	48	8%
Students	14	20	34	6%
Counselors	13	17	30	5%
Good Education	15	15	30	5%
New Campus	--	24	24	4%
Classes	11	10	21	4%
Friendly Atmosphere	19	--	19	3%
Good Grades	1	18	19	3%
Small Classes	8	9	17	2%
Cost	5	10	15	2%
Freedom	12	--	12	1%
Library	3	5	8	1%
Union	8	--	8	1%
Other	16	6	22	4%
Total			620	100%

* Percent of Respondents to This Question.

Attitudes Toward Student Services

1. Over one-half of the students on both campuses indicated a considerable or strong desire for an organized orientation program.
2. When asked what information would have been useful to them upon entering Cuyahoga Community College, the following items were most frequently listed:
    a. Information concerning a specific program.
    b. Information concerning transfer of credit.
    c. Information concerning career opportunities.
    d. Information on how to register.
    e. Information on counseling offices.
3. Approximately 50 percent of the students spend one to two hours per week participating in extra-curricular activities. Grade point average or degree program does not affect the amount of time spent in extra-curricular activities.
4. Forty-nine percent of the students on the Western Campus and 33 percent of the students on the Metropolitan Campus felt that the student government represented them very well or moderately well. Forty-six percent of this sample on the Western Campus and 59 percent of the Metropolitan Campus students rated the effectiveness of the student government as poor or totally ineffective.
5. Forty-eight percent of the students on the Western Campus and 29 percent of the students on the Metropolitan Campus rated the opportunity to participate in campus activities as good

or excellent. A rating of fair or poor was given by 34 percent of the Western Campus students and 37 percent of the Metropolitan Campus respondents. Nearly one-third of the students on the Metropolitan Campus did not use this service.

6. Over one-half of the students on both campuses rated the services of the Admissions & Records Office as good or excellent. Less than one-third on each campus rated this service as fair. About 15 percent rated the service poor.
7. Approximately 20 percent of the students on both campuses of Cuyahoga Community College felt that knowledge of financial assistance prior to enrollment was adequate or very adequate. Fifty percent indicated that their knowledge was inadequate, poor, or non-existant. Twenty-eight percent felt that they had no reason to be aware of financial assistance programs.
8. One-third of the students rated the student health center service as adequate or very adequate, while over 50 percent of the students on both campuses did not use the student health center service.

TABLE 58

DESIRE FOR ORGANIZED ORIENTATION
BY CAMPUS

Desire	WESTERN CAMPUS								METROPOLITAN CAMPUS							
	Male		Female		No Reply		All Students		Male		Female		No Reply		All Students	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Very Much	41	22%	45	38%	--	--	86	29%	99	34%	72	42%	1	50%	172	37%
Considerably So	46	25%	23	20%	--	--	69	23%	65	22%	37	22%	1	50%	103	22%
Somewhat	69	38%	36	31%	--	--	105	35%	89	31%	38	22%	-	--	127	28%
None	24	13%	8	7%	--	--	32	10%	27	9%	17	10%	-	--	44	10%
Don't Know What Orientation Is	2	1%	3	3%	--	--	5	2%	5	2%	4	2%	-	--	9	2%
No Reply	2	1%	2	2%	--	--	4	1%	4	1%	2	1%	-	--	6	1%
Total	184	100%	117	100%	--	--	301	100%	289	100%	170	100%	2	100%	461	100%

TABLE 59

INFORMATION THAT STUDENT FELT WOULD HAVE BEEN USEFUL UPON ENTERING CUYAHOGA COMMUNITY COLLEGE BY CAMPUS

Type of Information	WESTERN CAMPUS Male No.	% of 184 Resp.	WESTERN CAMPUS Female No.	% of 117 Resp.	METROPOLITAN CAMPUS Male No.	% of 289 Resp.	METROPOLITAN CAMPUS Female No.	% of 170 Resp.	All Students No.	% of Total Resp. (762)
Concerning Transfer of Credit	119	65%	82	70%	203	70%	109	64%	513	66%
" Specific Program	108	59%	69	59%	181	63%	107	63%	465	61%
" Career Opportunities	96	52%	56	48%	150	52%	100	59%	402	52%
" How to Register	73	40%	59	50%	113	39%	79	46%	324	43%
" Counseling Offices	72	39%	50	43%	123	43%	63	37%	308	40%
" Financial Aid or Placement Offices	53	29%	44	38%	80	28%	79	46%	256	33%
" Clubs and Activities	45	24%	42	36%	65	22%	69	41%	221	29%
" Bookstore	34	18%	29	25%	69	24%	50	21%	182	24%
" Student Government	40	22%	22	19%	53	18%	45	26%	160	21%
" Student Health Center	22	12%	20	17%	48	17%	42	25%	132	17%
Other	10	5%	7	6%	14	5%	12	7%	43	6%

TABLE 60

HOURS PER WEEK IN EXTRA-CURRICULAR ACTIVITIES
BY CAMPUS

Hours	WESTERN CAMPUS								METROPOLITAN CAMPUS							
	Male		Female		No Reply		All Students		Male		Female		No Reply		All Students	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1 - 2	93	51%	59	50%	--	--	152	50%	159	55%	94	55%	2	100%	255	55%
3 - 4	25	13%	17	15%	--	--	42	14%	36	12%	26	15%	-	--	62	13%
5 - 6	14	8%	15	13%	--	--	29	10%	16	6%	10	6%	-	--	26	6%
More Than 6	32	17%	8	7%	--	--	40	13%	36	12%	22	13%	-	--	58	13%
No Reply	20	11%	18	15%	--	--	38	13%	42	15%	18	11%	-	--	60	13%
Total	184	100%	117	100%	--	--	301	100%	289	100%	170	100%	2	100%	461	100%

TABLE 61

HOURS PER WEEK IN EXTRA-CURRICULAR ACTIVITIES
BY DEGREE

Hours	Associate in Arts No.	%	Associate in Science No.	%	No Reply No.	%
1 - 2	124	51%	154	56%	129	53%
3 - 4	36	15%	37	14%	31	13%
5 - 6	19	7%	18	6%	18	7%
More Than 6	37	15%	26	10%	35	14%
No Reply	29	12%	38	14%	31	13%
Total	245	100%	273	100%	244	100%

TABLE 62

HOURS PER WEEK IN EXTRA CURRICULAR ACTIVITIES
BY GRADE POINT AVERAGE

Hours	WESTERN CAMPUS Grade Point Average										METROPOLITAN CAMPUS Grade Point Average									
	Below 1.0		1.0-1.9		2.0-2.9		3.0-4.0		No Reply		Below 1.0		1.0-1.9		2.0-2.9		3.0-4.0		No Reply	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1 - 2 Hours	--	--	21	50%	89	49%	42	55%	--	--	2	67%	31	55%	162	54%	60	37%	--	--
3 - 4 Hours	--	--	8	19%	24	13%	9	12%	1	50%	--	--	7	13%	42	14%	73	45%	1	33%
5 - 6 Hours	--	--	3	7%	22	12%	4	5%	--	--	--	--	3	5%	21	7%	2	1%	--	--
More Than 6 Hrs.	--	--	5	12%	28	17%	7	9%	--	--	--	--	9	16%	36	12%	13	8%	--	--
No Reply	--	--	5	12%	17	9%	15	19%	1	50%	1	33%	6	11%	37	13%	14	9%	2	67%
Total	--	--	42	100%	180	100%	77	100%	2	100%	3	100%	56	100%	298	100%	162	100%	3	100%

TABLE 63

EFFECTIVENESS OF STUDENT GOVERNMENT IN REPRESENTING STUDENTS
BY CAMPUS

Effectiveness	WESTERN CAMPUS								METROPOLITAN CAMPUS							
	Male		Female		No Reply		All Students		Male		Female		No Reply		All Students	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Very Well	15	8%	8	7%	--	--	23	8%	4	1%	3	2%	--	--	7	2%
Moderately Well	69	38%	54	45%	--	--	123	41%	79	27%	62	36%	1	50%	142	31%
Bad Representation	50	27%	30	26%	--	--	80	27%	90	31%	50	29%	1	50%	141	31%
Totally Ineffective	41	22%	17	15%	--	--	58	19%	101	36%	32	19%	-	--	133	28%
No Reply	9	5%	8	7%	--	--	17	5%	15	5%	23	14%	-	--	38	8%
Total	184	100%	117	100%	--	--	301	100%	289	100%	170	100%	2	100%	461	100%

TABLE 64

EFFECTIVENESS OF STUDENT GOVERNMENT IN REPRESENTING STUDENTS
BY GRADE POINT AVERAGE

Effectiveness	WESTERN CAMPUS Grade Point Average										METROPOLITAN CAMPUS Grade Point Average									
	Below 1.0		1.0-1.9		2.0-2.9		3.0-4.0		No Reply		Below 1.00		1.00-1.9		2.0-2.9		3.0-4.0		No Reply	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Very Well	--	--	4	10%	15	8%	3	4%	1	50%	--	--	--	--	4	1%	3	3%	--	--
Moderately Well	--	--	18	43%	78	44%	26	34%	1	50%	1	33%	25	45%	91	31%	25	25%	--	--
Bad Representation	--	--	8	19%	47	26%	25	32%	--	--	--	--	14	25%	92	31%	35	34%	--	--
Totally ineffective	--	--	12	28%	31	17%	15	20%	--	--	2	67%	14	25%	86	29%	29	29%	2	67%
No reply	--	--	--	--	9	5%	8	10%	--	--	--	--	3	5%	25	8%	9	9%	1	33%
Total	--	--	42	100%	180	100%	77	100%	2	100%	3	100%	56	100%	298	100%	101	100%	3	100%

TABLE 65

EVALUATION OF OPPORTUNITY TO PARTICIPATE IN ACTIVITIES
BY CAMPUS

Evaluation	WESTERN CAMPUS								METROPOLITAN CAMPUS							
	Male		Female		No Reply		All Students		Male		Female		No Reply		All Students	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Excellent	34	18	15	13	--	--	49	16	20	7	11	6	--	--	31	7
Good	60	33	37	32	--	--	97	32	66	23	34	20	--	--	100	22
Fair	35	19	31	25	--	--	66	22	62	21	34	20	2	100	98	21
Poor	26	14	9	8	--	--	35	12	47	16	29	17	--	--	76	16
Didn't use service	27	15	22	19	--	--	49	16	92	32	57	34	--	--	149	32
No reply	2	1	3	3	--	--	5	2	2	1	5	3	--	--	7	2
Total	184	100	117	100	--	--	301	100	289	100	170	100	2	100	461	100

TABLE 66

EVALUATION OF OPPORTUNITY TO PARTICIPATE IN ACTIVITIES
BY DEGREE

	Associate in Arts		Associate in Science		No Reply	
	No.	%	No.	%	No.	%
Excellent	29	12	23	8	28	11
Good	66	27	70	26	61	25
Fair	58	24	54	20	52	21
Poor	30	12	47	17	34	14
Didn't Use Service	59	24	76	28	63	26
No reply	3	1	3	1	6	3
Total	245	100	273	100	244	100

TABLE 67

ADMISSIONS AND RECORDS OFFICE SERVICE
BY CAMPUS

Evaluation	WESTERN CAMPUS								METROPOLITAN CAMPUS							
	Male		Female		No Reply		All Students		Male		Female		No Reply		All Students	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Excellent	27	15	7	6	--	--	34	11	31	11	14	8	--	--	45	10
Good	77	41	53	45	--	--	130	43	123	42	73	42	2	100	198	43
Fair	51	28	40	34	--	--	91	30	84	29	52	31	--	--	136	29
Poor	26	14	15	13	--	--	41	14	49	17	25	15	--	--	74	16
No reply	3	2	2	2	--	--	5	2	2	1	6	4	--	--	8	2
Total	184	100	117	100	--	--	301	100	289	100	170	100	2	100	461	100

TABLE 68

KNOWLEDGE OF FINANCIAL ASSISTANCE
BEFORE ENTERING CUYAHOGA COMMUNITY COLLEGE
BY CAMPUS

	WESTERN CAMPUS								METROPOLITAN CAMPUS							
	Male		Female		No Reply		All Students		Male		Female		No Reply		All Students	
Knowledge	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Very Adequate	10	5%	2	2%	--	--	12	4%	3	1%	4	2%	--	--	7	2%
Adequate	28	15%	23	20%	--	--	51	17%	47	16%	25	15%	--	--	72	16%
Inadequate	20	11%	23	20%	--	--	43	14%	44	15%	42	25%	2	100%	88	19%
Poor	28	15%	12	10%	--	--	40	13%	39	13%	26	15%	--	--	65	14%
Non-Existent	44	24%	25	21%	--	--	69	23%	58	21%	34	20%	--	--	92	20%
No Reason to Be Aware of Service	53	29%	30	25%	--	--	83	28%	94	33%	37	22%	--	--	131	28%
No Reply	1	1%	2	2%	--	--	3	1%	4	1%	2	1%	--	--	6	1%
Total	184	100%	117	100%	--	--	301	100%	289	100%	170	100%	2	100%	461	100%

TABLE 69

STUDENT HEALTH CENTER SERVICE
BY CAMPUS

Evaluation	WESTERN CAMPUS								METROPOLITAN CAMPUS							
	Male		Female		No Reply		All Students		Male		Female		No Reply		All Students	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Very Adequate	27	15%	31	26%	--	--	58	19%	24	8%	27	16%	--	--	51	11%
Adequate	30	16%	24	21%	--	--	59	18%	50	18%	41	24%	--	--	91	19%
Somewhat Adequate	11	6%	5	4%	--	--	16	5%	14	5%	9	5%	--	--	23	5%
Less Than Adequate	5	3%	1	1%	--	--	6	2%	13	4%	5	3%	--	--	18	4%
Didn't Use Service	109	59%	54	46%	--	--	163	55%	187	65%	86	51%	2	100%	275	60%
No Reply	2	1%	2	2%	--	--	4	1%	1	--	2	1%	--	--	3	1%
Total	184	100%	117	100%	--	--	301	100%	389	100%	170	100%	2	100%	461	100%

Attitudes Toward Library Service

1. Sixty percent of the students on the Western Campus and 41 percent of the students on the Metropolitan Campus indicated that the availability of professional help in the library was excellent or good. Twenty-eight percent indicated that the availability of the professional help was fair or poor at the Western Campus, while 34 percent felt the same way on the Metropolitan Campus. Twenty-four percent of the students on the Metropolitan Campus indicated that they did not utilize the services of professional help in the library.
2. Nearly 60 percent of the respondents indicated that they did not use the newspaper collection in the library. Of the remaining 40 percent who did rate this service a good rating was cited by approximately 25 percent of the respondents.
3. Fifty-one percent of the students at the Western Campus and 35 percent on the Metropolitan Campus felt that the periodical collection was good or excellent. Twenty-five percent at the Western Campus, and 42 percent on the Metropolitan Campus indicated that they do not use this service. A slightly larger percentage of students with lower grade point averages on both campuses felt that the periodical collection in the library was excellent than did those students in the higher grade point average range.

4. Fifty-two percent of the respondents on the Western Campus and 41 percent of the respondents on the Metropolitan Campus indicated that the book collection in the library is good or excellent. Twenty-five percent at the Metropolitan Campus indicated that they did not use that service compared with 10 percent at the Western Campus. A greater number of students in the 1.0 to 1.9 grade point averages on both campuses indicated that the book collection in the library was excellent or good than did the students in the 3.0 to 4.0 grade point average range.
5. Over three-fourths of the students on both campuses indicated that the library hours were adequate or better than expected.
6. Slightly less than one-half of the students on both campuses indicated that they used bibliographical cards once in a while. Thirty percent at the Western Campus and 22 percent of the Metropolitan Campus students indicated consistent use of bibliographical note cards. It appears that as the grade point average increases, so does the consistent use of bibliographical note cards. It also appears that this type of research is used less frequently by those in an Associate in Science program than those in an Associate in Arts program.

TABLE 70

AVAILABILITY OF PROFESSIONAL HELP IN LIBRARY
BY CAMPUS

	WESTERN CAMPUS								METROPOLITAN CAMPUS							
	Male		Female		No Reply		All Students		Male		Female		No Reply		All Students	
Availability	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Excellent	45	24%	20	17%	--	--	65	22%	28	10%	14	8%	--	--	42	9%
Good	66	36%	47	40%	--	--	13	38%	94	33%	54	32%	1	50%	149	32%
Fair	41	22%	35	30%	--	--	76	25%	50	17%	47	28%	1	50%	98	21%
Poor	6	3%	5	4%	--	--	11	3%	35	12%	23	13%	--	--	58	13%
Didn't Use	25	14%	8	7%	--	--	33	11%	81	28%	30	18%	--	--	111	24%
No Reply	1	1%	2	2%	--	--	3	1%	1	--	2	1%	--	--	3	1%
Total	184	100%	117	100%	--	--	301	100%	289	100%	170	100%	2	100%	461	100%

TABLE 71

AVAILABILITY OF PROFESSIONAL HELP IN LIBRARY
BY DEGREE

Availability	Associate in Arts No.	%	Associate in Science No.	%	No Reply No.	%
Excellent	37	15%	39	14%	31	13%
Good	98	40%	82	30%	82	34%
Fair	61	25%	54	20%	59	24%
Poor	20	8%	32	12%	17	7%
Didn't Use Assistance	29	12%	63	23%	52	21%
No Reply	--	--	3	1%	3	1%
Total	245	100%	273	100%	244	100%

TABLE 72

NEWSPAPER COLLECTION IN LIBRARY
BY CAMPUS

Evaluation	WESTERN CAMPUS								METROPOLITAN CAMPUS							
	Male		Female		No Reply		All Students		Male		Female		No Reply		All Students	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Excellent	17	9%	16	14%	--	--	33	11%	25	9%	13	8%	--	--	38	8%
Good	53	29%	27	23%	--	--	80	27%	74	26%	43	25%	--	--	117	26%
Poor	6	3%	4	3%	--	--	10	3%	27	9%	7	4%	--	--	34	7%
Didn't Use Service	105	57%	67	57%	--	--	172	57%	159	55%	105	62%	2	100%	266	58%
No Reply	3	2%	3	3%	--	--	6	2%	4	1%	2	1%	--	--	6	1%
Total	184	100%	117	100%	--	--	301	100%	289	100%	170	100%	2	100%	461	100%

TABLE 73

PERIODICAL COLLECTION IN LIBRARY
BY CAMPUS

Evaluation	WESTERN CAMPUS								METROPOLITAN CAMPUS							
	Male		Female		No Reply		All Students		Male		Female		No Reply		All Students	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Excellent	29	16%	16	15%	--	--	45	15%	26	9%	22	13%	--	--	48	10%
Good	67	37%	40	35%	--	--	107	36%	75	26%	42	25%	--	--	117	25%
Fair	20	11%	25	21%	--	--	45	15%	39	13%	24	14%	1	50%	64	14%
Poor	14	8%	10	9%	--	--	24	8%	20	7%	19	11%	--	--	39	9%
Didn't Use Service	52	28%	24	20%	--	--	76	25%	127	45%	63	37%	1	50%	191	42%
No Reply	2	--	2	--	--	--	4	1%	---	--	--	--	--	--	2	--
Total	184	100%	117	100%	--	--	301	100%	289	100%	170	100%	2	100%	461	100%

TABLE 74

PERIODICAL COLLECTION IN LIBRARY
BY GRADE POINT AVERAGE

Evaluation	WESTERN CAMPUS Grade Point Average										METROPOLITAN CAMPUS Grade Point Average									
	Below 1.0		1.0-1.9		2.0-2.9		3.0-4.0		No Reply		Below 1.0		1.0-1.9		2.0-2.9		3.0-4.0		No Reply	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Excellent	--	--	7	17%	29	16%	9	12%	--	--	--	--	6	11%	30	10%	12	12%	--	--
Good	--	--	18	43%	62	35%	26	34%	1	50%	--	--	16	28%	85	29%	15	15%	1	33%
Fair	--	--	3	7%	28	16%	14	18%	--	--	1	33%	4	7%	43	14%	16	16%	--	--
Poor	--	--	3	7%	17	9%	4	5%	--	--	--	--	5	9%	22	7%	12	12%	--	--
Didn't Use This Service	--	--	10	24%	42	23%	23	30%	1	50%	2	67%	25	45%	118	40%	44	43%	2	67%
No Reply	--	--	1	2%	2	1%	1	1%	--	--	--	--	--	--	--	--	2	2%	--	--
Total	--	--	42	100%	180	100%	56	100%	2	100%	3	100%	77	100%	298	100%	101	100%	3	100%

TABLE 75

BOOK COLLECTION IN LIBRARY
BY CAMPUS

Evaluation	WESTERN CAMPUS								METROPOLITAN CAMPUS							
	Male		Female		No Reply		All Students		Male		Female		No Reply		All Students	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Excellent	25	14%	17	15%	--	--	42	14%	26	9%	13	8%	--	--	39	8%
Good	74	40%	42	35%	--	--	116	38%	89	32%	62	36%	--	--	152	33%
Fair	41	22%	36	31%	--	--	77	26%	56	19%	44	26%	2	100%	100	22%
Poor	17	9%	15	13%	--	--	32	11%	33	11%	19	11%	--	--	52	11%
Didn't Use Service	25	14%	6	5%	--	--	31	10%	84	29%	31	18%	--	--	116	25%
No Reply	2	1%	1	1%	--	--	3	1%	1	--	1	1%	--	--	2	1%
Total	184	100%	117	100%	--	--	301	100%	289	100%	170	100%	2	100%	461	100%

TABLE 76

BOOK COLLECTION IN LIBRARY
BY GRADE POINT AVERAGE

Evaluation	WESTERN CAMPUS Grade Point Average										METROPOLITAN CAMPUS Grade Point Average									
	Below 1.0		1.0-1.9		2.0-2.9		3.0-4.0		No Reply		Below 1.0		1.0-1.9		2.0-2.9		3.0-4.0		No Reply	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Excellent	--	--	12	29%	20	11%	10	13%	--	--	--	--	5	9%	27	9%	7	7%	--	--
Good	--	--	15	36%	68	38%	31	40%	2	100%	--	--	21	38%	103	35%	27	27%	1	33%
Fair	--	--	10	23%	46	25%	21	28%	--	--	1	33%	8	14%	64	21%	27	27%	--	--
Poor	--	--	1	2%	25	14%	6	8%	--	--	--	--	7	12%	34	11%	11	11%	--	--
Didn't Use Service	--	--	4	10%	19	11%	8	10%	--	--	2	67%	15	27%	68	23%	29	28%	2	67%
No Reply	--	--	--	--	2	1%	1	1%	--	--	--	--	--	--	2	1%	--	--	--	--
Total	--	--	42	100%	180	100%	77	100%	2	100%	3	100%	56	100%	298	100%	101	100%	3	100%

TABLE 77

COLLEGE LIBRARY HOURS
BY CAMPUS

Evaluation	WESTERN CAMPUS								METROPOLITAN CAMPUS							
	Male		Female		No Reply		All Students		Male		Female		No Reply		All Students	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Better Than Expected	35	19%	27	23%	--	--	62	21%	40	14%	30	18%	--	--	70	15%
Adequate	120	65%	73	62%	--	--	193	64%	184	64%	111	65%	1	50%	296	64%
Inadequate	14	8%	8	7%	--	--	22	7%	12	4%	12	7%	--	--	24	5%
Very Poor	4	2%	6	5%	--	--	10	3%	8	3%	--	--	--	--	8	2%
Didn't Use Library	10	5%	2	2%	--	--	12	4%	44	15%	15	9%	1	50%	60	13%
No Reply	1	1%	1	1%	--	--	2	1%	1	---	2	1%	--	--	3	1%
Total	184	100%	117	100%	--	--	301	100%	289	100%	170	100%	2	100%	461	100%

TABLE 78

USE OF BIBLIOGRAPHICAL NOTE CARDS
BY CAMPUS

Use	WESTERN CAMPUS								METROPOLITAN CAMPUS							
	Male		Female		No Reply		All Students		Male		Female		No Reply		All Students	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
No Research of This Type	28	15%	11	9%	--	--	39	13%	83	29%	37	22%	--	--	120	26%
Not Sure What Bib. Cards Are	10	5%	3	3%	--	--	13	5%	13	4%	6	4%	--	--	19	4%
Once in a While	96	53%	52	44%	--	--	148	49%	132	46%	82	48%	1	50%	215	47%
Use Consistently	43	23%	49	42%	--	--	92	30%	59	20%	43	25%	1	50%	103	22%
No Reply	7	4%	2	2%	--	--	6	3%	2	1%	2	1%	--	--	4	1%
Total	184	100%	117	100%	--	--	301	100%	289	100%	170	100%	2	100%	461	100%

TABLE 79

BIBLIOGRAPHICAL NOTE CARDS
BY GRADE POINT AVERAGE

Use	WESTERN CAMPUS Grade Point Average										METROPOLITAN CAMPUS Grade Point Average									
	Below 1.0		1.0-1.9		2.0-2.9		3.0-4.0		No Reply		Below 1.0		1.0-1.9		2.0-2.9		3.0-4.0		No Reply	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
No Research of This Type	--	--	7	17%	21	12%	11	14%	--	--	2	67%	21	37%	80	27%	16	16%	1	33%
Not Sure What Bibliographical Cards Are	--	--	4	10%	7	4%	2	3%	--	--	--	--	5	9%	11	4%	3	3%	--	--
Use Once in a While	--	--	18	43%	99	54%	29	37%	2	100%	--	--	24	42%	138	46%	53	53%	--	--
Use Consistently	--	--	12	28%	48	27%	32	42%	--	--	1	33%	6	11%	66	22%	28	28%	2	67%
No Reply	--	--	1	2%	5	3%	3	4%	--	--	--	--	3	1%	1	1%	--	--	--	--
Total	--	--	42	100%	180	100%	77	100%	2	100%	3	100%	56	100%	298	100%	101	100%	3	100%

TABLE 80

USE OF BIBLIOGRAPHICAL NOTE CARDS
BY DEGREE

Use	Associate in Arts No.	%	Associate in Science No.	%	No Reply No.	%
Don't Do Research of This Type	29	12%	77	28%	53	22%
Not Sure What Bibliographic Cards Are	11	5%	11	4%	10	4%
Once in a While	128	52%	122	44%	113	46%
Use Consistently	74	30%	62	23%	59	24%
No Reply	3	1%	1	1%	9	4%
Total	245	100%	273	100%	244	100%

IV - CONCLUSION

ANALYSIS OF SAMPLE

The 762 students who responded to the questionnaire concerning attitudes and opinions of Cuyahoga Community College appear to be representative of the entire student body. Sixty-two percent of the respondents were males and 38 percent were females. These percentages are nearly identical to the official male-female enrollment at Cuyahoga Community College. The ages of the students also are distributed as the ages of the entire student body. Most Cuyahoga Community College students are between 20 and 22 years of age, followed by the 17 to 19 age group. Forty-seven percent of the Western Campus and 52 percent of the Metropolitan Campus students who participated in this study were between the ages of 20 to 22, while 43 percent on the Western Campus and 34 percent on the Metropolitan Campus students were between the ages of 17 and 19. The ages of the respondents were also like the ages of college students nationally.

On both campuses approximately 60 percent of respondents had a grade point average of 2.0 to 2.9, followed by approximately 25 percent with a grade point average between 3.0 to 4.0. These figures were followed by approximately 14 percent of the respondents with a grade point average of 1.0 to 1.9. These grades indicate that the respondents represent students of all grade levels.

The diversity of interests of the respondents was reflected by analysis of the responses by major area of study. This analysis shows that students responding to the questionnaire represent nearly every curriculum

offered at both campuses. The respondents to this questionnaire indicated over 60 different major areas in which they were enrolled. It does appear, however, in the analysis in the major areas of study, that a much smaller percentage of students are undecided concerning their curriculum than is typically the case at the junior college level.[1]

The number of hours worked by Cuyahoga Community College students who responded to this questionnaire is typical of other two-year college students, with 13 percent of the students on the Western Campus and 9 percent of the students on the Metropolitan Campus indicating that they worked 1 to 10 hours per week. National studies show that the typical two-year college student works on an average of 10.7 hours per week. It does appear, however, that more students in the sample are working a greater number of hours than is true nationally. The survey shows that 40 percent of the students on the Western Campus and 37 percent of the students on the Metropolitan Campus were working 21 hours or more, while a national study indicates that only 29.7 percent of the students worked over 21 hours.[2]

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[1]K. Patrica Cross, The Junior College Student: A Research Description Center for Research and Development in Higher Education (Berkeley University of California, 1968), p. 38.

[2]Leonard L. Baird, James M. Richards, Jr. and Linda R. Shevel, A Description of Graduate of Two Year Colleges, American College Testing Program (Iowa City: Research and Development Division, 1969), p. 18.

In analyzing the sample in terms of grade point average compared to hours employed, the findings in the Cuyahoga Community College sample are very similar to other two-year college students. It was found with the Cuyahoga Community College sample, as is the case with other two-year college students studied, that the number of hours employed does not affect the grade point average. The amount of time taken to get to the campus in terms of travel by Cuyahoga Community College students also is very similar to that of other two-year college students.[3]

The plans of Cuyahoga Community College students after leaving college show that slightly more than the national average number of students plan to continue work on a baccalaureate degree either on a full-time or part-time basis. Over 70 percent of the students on each campus in this study indicated intentions to pursue a baccalaureate degree while about two-thirds of the students in the national two-year college study indicated plans to receive a baccalaureate degree.[4] Also, as has been the case in other studies of Cuyahoga Community College students, a very large percentage of the Associate in Science students in this sample indicated that they plan to continue work on a baccalaureate degree.

Finally, when the students in the sample were asked whether they planned to return in the fall, approximately two-thirds of the students on both campuses indicated that they did plan to return and one-third indicated that they did not plan to return in the fall. When asked if they would enroll at Cuyahoga Community College if they had to do over again,

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[3]Baird, et al., op. cit., pp. 20-21.

[4]Ibid., p. 23.

80 percent or more of the students indicated that they would enroll again. Cited as the major reasons for students who plan not to return in the fall were: to enter a four-year college, they will have graduated, or they will enter the military service.

This analysis of the sample of students responding to the questionnaire indicates that the sample is representative of the Cuyahoga Community College student body. Slight exception to this statement may be made in the areas where students were asked to indicate their curriculum and their intentions after leaving Cuyahoga Community College. The Cuyahoga Community College sample indicates that fewer students were undecided concerning their major than is typically the case in the two-year junior college and more students in the sample indicated their desire to continue in a baccalaureate program than is normally expected.

In the following pages of this section of the study, some general conclusions based upon the data obtained from the sample of Cuyahoga Community College respondents described in the previous paragraphs, will be discussed.

Attitudes With Regard to Peers

Data obtained from the sample in this study indicates that a majority of Cuyahoga Community College students are interested in a friendly and cooperative association with persons of different race, creed, and color. This feeling was evident in all categories of tabulation, that is: by returning and non-returning students, by GPA, and by campus attended. There was in addition, however, an indication that only about one-third of the students at Cuyahoga Community College felt that there was a feeling of college spirit and common goals among the students,

while nearly one-half of the students indicated that there was possibly some feeling of college spirit or common goals. It should be pointed out, however, that this feeling of the lack of college spirit is not unusual in a two-year commuting institution.

Attitudes Regarding Instruction

In general, it can be concluded that the vast majority of Cuyahoga Community College students sampled in this study were pleased with the quality of instruction received at Cuyahoga Community College. On both campuses over 80 percent of the students indicated such satisfaction. This feeling was reinforced by student responses concerning the percent of instructors that knew them by their first name and the success they experienced in meeting with instructors during office hours. In both of these areas, student responses were very favorable. A majority of the students also indicated that they felt they had the freedom to disagree with their professors. Student satisfaction with instructors is also made evident by 20 percent of students who indicated that they considered 75 percent or more of their instructors as outstanding. This finding far exceeds the findings of a recent national study which indicated that 10.5 percent of the students surveyed categorized their teachers as extremely capable.[5]

Attitudes Regarding Counseling Services

The student's assessment of the counseling services at Cuyahoga Community College was also very favorable. When students were asked to

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[5] Ibid., p.10.

evaluate the availability of the counselor and the value of the counselor in helping the student explore his interests and goals, again over one-half of the students rated the Cuyahoga Community College service on both campuses as good or excellent. The data also indicated that a very large percentage of the Cuyahoga Community College students feel relatively certain of their vocational choice or major field of study with only 10 percent indicating an uncertainty, a finding that may be related to the counseling service. This indicates that less students are undecided concerning their studies than is normally experienced in a two-year college.

Attitudes Regarding Student Services in General

It is very difficult to reach general conclusions from the data obtained in this sample concerning the broad range of student services. Although such conclusions cannot be reached, some suggestions taken from the response data can be incorporated.

In reviewing the data related to the Admissions & Records Office, it can be concluded that in general, the majority of the students are satisfied with the services of the Admissions & Records Office. In the area of extra-curricular activities it was also determined from the sample that most students participate in some manner in extra-curricular functions and again a large majority of the students felt that they had a good or excellent opportunity to participate in activities if they so desired. The data also reveals that a rather large percentage, nearly one-third on the Metropolitan Campus and 20 percent on the Western Campus, indicate that they have no desire to participate in activities.

In the area of student government again the Cuyahoga Community College

sample was much like other national colleges studied in the reaction to the effectiveness of student government. Less than one-half of the students at Cuyahoga Community College felt that student government represented the students well or moderately well.

When responding to questions concerning financial assistance and student health services, a very large segment of the students responded that they had no need to utilize this service and, therefore, had no reaction. Of those that used both of these services again a very high percentage of the students indicated a satisfaction of the service they received.

From this brief review of the data, it can be assumed that the students are satisfied with the services provided for the students if they have opportunity or need to take advantage of such services.

The students did indicate, however, two or three additional areas in which they could possibly appreciate greater service if opportunity existed. Most students, in reacting to the financial assistance questions, indicated that they had a desire for more information concerning the financial assistance program before coming to Cuyahoga Community College. However, there was no suggestion nor was there opportunity for students to indicate how this information could be made available to them. Also, in responding to questions concerning an organized orientation program, the students indicated that they felt that there was some need for such a program. Again in the area related to information available, the students were concerned about additional information about transfer of credits, and information about specific career programs.

Attitudes Toward Library Services

The assessment of student opinions concerning the library services, is much more objective than other areas of the study. The only general conclusion that can be reached in analysis of the data is that an unusually high percentage of students indicated that they did not utilize many of the services offered by the Cuyahoga Community College libraries. For example, when asked to evaluate the newspaper, periodical, and book collection in the library, over one-fourth of the students indicated that they did not use the service. In assessing the responses of the students who did use the service, a majority of the responses in all of the areas were that the collections were excellent or good.

The students indicated that they were very satisfied with the hours of the library with over 80 percent of the students on both campuses indicating that the hours were adequate or better than they expected.

Attitudes Regarding the College and Policies of the College

The general acceptance of Cuyahoga Community College policies by the students was indicated by the sample of students surveyed in this study. Analysis of the data shows that nearly 90 percent of the students felt that the rules were fair and logical and approximately 85 percent of the students on both campuses indicated that they would enroll at Cuyahoga Community College again if they had to do it over. The reasons cited for students who said that they would enroll again are typical of the reasons given at other two-year colleges. They are: cost, location, good instruction and good personal relations with professors. The major reasons that students would not enroll did not indicate a negativism

toward Cuyahoga Community College services but a difference in preference. For example, the major reasons listed by the less than 15 percent who indicated that they would not enroll again were that they prefer a four-year college and were concerned with problems of transferring of credit. Similar attitudes were illustrated in the area of professional staff relations. Again the majority of the students felt that the professional staff was friendly and courteous most of the time and that the staff was very helpful in providing professional help if it was requested. When asked to indicate their greatest satisfaction at Cuyahoga Community College, the students indicated that they were pleased with the student faculty relationship and the quality of instruction. Whereas, the greatest dissatisfaction that could be documented is the lack of school spirit.

It can be concluded that in the areas of college regulations and services a large percentage of the students surveyed in this study indicated a favorable attitude.

General Findings

At the onset of this study it was indicated that there were four general purposes of the study in addition to the specific areas discussed in this conclusion. This study attempted to determine: if the students at Cuyahoga Community College were different from the typical college students in terms of their attitudes, ideas and cultural background; if they felt that the instructional program and services at Cuyahoga Community College were meeting their needs; the students feelings toward their peers and the professional staff at Cuyahoga Community

College and if the college is providing the type and quality of education that the students expected when they enrolled.

Analysis of the data indicates that the students at Cuyahoga Community College are not essentially different from the typical college student today. Their attitudes and ideas, as sampled in this study, are typical of other two-year college students. If there is a difference, it would appear that the difference would be that Cuyahoga Community College students are, in general, more satisfied with services provided than is normally expected of college students.

The students sampled in this study left little doubt that they are pleased with the instructional program and the services provided to assist them in meeting their needs. Their evaluation of instruction, instructors, and student services repeatedly showed a majority of favorable responses.

The rating by the students of their peers and of the professional staff at Cuyahoga Community College also was substantially positive. Their responses indicated a general acceptance of their peers, and an acceptance of the professional staff.

Finally, it can be concluded that the students are receiving the type and quality of education that they expected when they enrolled. Several examples of this were presented in the analysis of these findings in the previous section of this conclusion. However, probably the strongest indicator that the students received the type and quality of education expected was the fact that over 85 percent indicated that they would enroll at Cuyahoga Community College if they had it to do over again.

APPENDIX

Cuyahoga Community College
Office of Institutional Research
2123 East 9th Street
Cleveland, Ohio 44115

STUDENT OPINIONAIRE
June 1969

In the belief that your opinions as a student at CCC are important in helping us to create a continually improving institution we are asking you to take a few moments of time to complete the enclosed questionnaire. Please answer each question frankly and return it in the postage free envelope. Do not identify yourself in any way on the questionnaire.

Thank you for your help.

Instructions: Indicate your response by checking the blank beside the appropriate letter of the multiple choice selections or write in your response where indicated.

1. I am:
   a. _____ Male b. _____ Female
2. My age is:
   a. _____ 17 to 19 c. _____ 20 to 25
   b. _____ 20 to 22 inclusive d. _____ Older than 25
3. My major area of study is:
   _____.
4. I plan to receive the following degree:
   a. _____ Associate in Arts (AA) c. _____ Other _____.
   b. _____ Associate in Science (AS)
5. My home campus for the spring quarter was:
   a. _____ Western b. _____ Metro
6. My approximate cumulative grade point average for course work taken at CCC is:
   a. _____ Below a 1-point c. _____ 2.0 to 2.9
   b. _____ 1.0 to 1.9 d. _____ 3.0 to 4.0
7. I have been employed, on the average, the following number of hours per week:
   a. _____ 1 - 10 d. _____ 31 - 40
   b. _____ 11 - 20 e. _____ Not employed
   c. _____ 21 - 30
8. I spend the following amount of time traveling to and from college:
   a. _____ Less than thirty minutes c. _____ One hour to one and one-half hours
   b. _____ Thirty minutes to one hour d. _____ More than one and one-half hours
9. After leaving CCC I plan to:
   a. _____ Take a Baccalaureate degree at a four year college or university full-time c. _____ Work and continue toward a Baccalaureate degree
   b. _____ Work full-time d. _____ Other
10. Do you plan to return in the fall?
    a. _____ Yes b. _____ No
    If no, why not? _____
    _____
11. Would you say there is anything approaching college spirit or a feeling of common goals among CCC students?
    a. _____ There is strong school spirit c. _____ Possibly some
    b. _____ There is to a moderate degree d. _____ Practically none
12. Speaking generally, how willing do you feel most students at CCC are to associate with other students of different racial, ethnic, or social background?
    a. _____ Very willing c. _____ Fairly unwilling
    b. _____ Somewhat willing d. _____ Very unwilling
13. Do you feel that most rules concerning CCC students are logical and fair?
    a. _____ Yes b. _____ No
    If the response to this question is No, please indicate reasons and examples. _____
    _____
    _____
    _____
14. Based upon your experience or the experience of friends, what is your opinion of the quality of help received with personal problems from members of the professional staff including deans, counselors, faculty, etc?
    a. _____ I did not seek help on personal problems d. _____ Very little help

10. Do you plan to return in the fall?
a. _____ Yes b. _____ No
If no, why not? _____

11. Would you say there is anything approaching college spirit or a feeling of common goals among CCC students?
a. _____ There is strong school spirit
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a. _____ Very willing
b. _____ Somewhat willing
c. _____ Fairly unwilling
d. _____ Very unwilling

13. Do you feel that most rules concerning CCC students are logical and fair?
a. _____ Yes b. _____ No
If the response to this question is No, please indicate reasons and examples. _____

14. Based upon your experience or the experience of friends, what is your opinion of the quality of help received with personal problems from members of the professional staff including deans, counselors, faculty, etc?
a. _____ I did not seek help on personal problems
b. _____ Consistently very helpful
c. _____ Very often helpful
d. _____ Very little help
e. _____ No help at all

15. Based upon your own experience, or experiences of friends, how would you rate the staff, both professional and non-professional, in terms of courtesy afforded you in seeking information on campus.
a. _____ I experienced a consistent, friendly, and courteous atmosphere in my relationships.
b. _____ I was treated courteously and in a friendly manner in most experiences.
c. _____ I felt that I received the information but was merely tolerated.
d. _____ I was frequently treated discourteously.

16. If you had it to do over, would you enroll at Cuyahoga Community College?
a. _____ Yes b. _____ No

17. Please state the most important reason for your response to #16. _____

18. Can you say that in the past year or so you have reacted to some work of art--that is painting, sculpture, music, etc., with a deep and intense personal feeling?
a. _____ Yes, quite a number of times
b. _____ Yes, several times
c. _____ I don't think so
d. _____ No

19. In conducting research for papers involving use of the library, do you use bibliographical notecards or a similar technique?
a. _____ I have not had opportunity to do this type of research in my curriculum.
b. _____ I am not sure what bibliographic cards and references are.
c. _____ I use them once in a while.
d. _____ I use them consistently.

20. In general, how would you rate the instruction received at Cuyahoga Community College in your major area?
a. _____ Excellent
b. _____ Good
c. _____ Fair
d. _____ Poor

21. Approximately what percent of instructors that you have had this past year know you by your first name?
a. _____ Almost all
b. _____ More than half
c. _____ Less than half
d. _____ Almost none

22. In general, how successful do you feel you have been in meeting with your instructors during their office hours?
a. _____ Very successful
b. _____ Sometimes successful
c. _____ Seldom successful
d. _____ Never successful
e. _____ I made no attempt to meet with instructors.

23. What is your impression concerning the amount of freedom students have in class in disagreeing with instructors and other students?
a. _____ Students are encouraged to reflect disagreement.
b. _____ Students frequently disagree
c. _____ Students are allowed to disagree within the boundaries of the subject field.
d. _____ Students are occasionally penalized for disagreement.

24. In general, how successful do you feel your instructors have been in challenging you to do your best possible work?
    a. _____ Almost all have challenged me.
    b. _____ Several were very successful
    c. _____ They were somewhat successful in motivating me.
    d. _____ They were totally unsuccessful.
25. What percent of the instructional staff under whom you took course work would you consider are **outstanding** teachers?
    a. _____ 75% or more
    b. _____ 50 to 74%
    c. _____ 25 to 49%
    d. _____ 0 to 24%
    e. _____ Your estimate
26. In general how would you rate the **availability** of the college counselor?
    a. _____ I didnot use this service
    b. _____ Excellent
    c. _____ Good
    d. _____ Fair
    e. _____ Poor
27. How would you rate your counselor in helping you explore interests and goals in terms of your educational and occupational purposes?
    a. _____ I did not use this service
    b. _____ Excellent
    c. _____ Good
    d. _____ Fair
    e. _____ Poor
28. How certain are you that your present major field is the one in which you really want to work?
    a. _____ Very certain
    b. _____ Fairly certain
    c. _____ Somewhat uncertain
    d. _____ Very uncertain
29. To what degree do you feel an organized orientation program would be an asset to entering students.
    a. _____ Very much
    b. _____ Considerably so
    c. _____ Somewhat
    d. _____ Not at all
    e. _____ I am not sure what an orientation program is.
30. Check the types of information that you feel would have been most useful to you when you entered CCC.
    a. _____ Information concerning specific programs, that is technical, university parallel, etc.
    b. _____ Information concerning transfer of credit.
    c. _____ Information concerning services by:
        1. _____ Counseling offices
        2. _____ Financial aid or placement office
        3. _____ Student health center
        4. _____ Bookstore
    d. _____ Information concerning career opportunities in your major area.
    e. _____ Information on how to register.
    f. _____ Information on student government.
    g. _____ Information on clubs and activities.
    h. _____ Other
31. Approximately how many hours per week on the average have you devoted to extra-curricular activities while enrolled at CCC?
    a. _____ 1 - 2
    b. _____ 3 - 4
    c. _____ 5 - 6
    d. _____ More than 6
32. In general, how effective do you feel your student government is in representing students?
    a. _____ Represented the students very well.
    b. _____ Represented the students moderately well.
    c. _____ Did not represent the students well
    d. _____ Totally ineffective
33. How would you rate the **opportunity** to participate in student activities at CCC?
    a. _____ Excellent
    b. _____ Good
    c. _____ Fair
    d. _____ Poor
    e. _____ I did not use this assistance.
34. The availability of professional help when using the library is:
    a. _____ Excellent
    b. _____ Good
    c. _____ Fair
    d. _____ Poor
    e. _____ I did not use this assistance.
35. The newspaper collection in the library for my purpose is:
    a. _____ Excellent
    b. _____ Good
    d. _____ Poor
    e. _____ I did not use this service.
36. The periodical (magazine) collection in the library for my purpose is:
    a. _____ Excellent
    b. _____ Good
    c. _____ Fair
    d. _____ Poor
    e. _____ I did not use this service.
37. The book collection in the library for my purpose is:
    a. _____ Excellent
    b. _____ Good
    c. _____ Fair
    d. _____ Poor
    e. _____ I did not use this service.
38. The college library hours for my purpose seemed:
    a. _____ Better than expected
    b. _____ Adequate
    c. _____ Inadequate
    d. _____ Very poor
    e. _____ I did not use the library.
39. In general, I found the services at the Admissions and Records office:
    a. _____ Excellent
    b. _____ Good
    c. _____ Fair
    d. _____ Poor
40. Before I enrolled at CCC, my knowledge of the availability of financial assistance was:
    a. _____ Very adequate
    b. _____ Adequate
    c. _____ Inadequate
    d. _____ Poor
    e. _____ Non-Existent
    f. _____ I had no reason to be aware of this service.
41. The services provided by the Student Health Center for my purpose are:
    a. _____ I did not use this service.
    b. _____ Very adequate
    c. _____ Adequate
    d. _____ Somewhat adequate
    e. _____ Less than adequate
42. What did you find to be your greatest source of satisfaction while a student at CCC?

    _____

    _____
43. What did you find to be your greatest source of dissatisfaction while a student at CCC?

    _____

    _____

Thank you for your efforts in assisting us in this study.